

College of San Mateo

Curriculum Committee

August 27, 2026 (2:15 p.m.)

Building 10, Room 10-468

[Zoom Meeting Link](#)

Meeting ID: 833 4640 5138, Passcode: 843478

Call in using: +1 669 444 9171 US

MINUTES

Members Present

Chair	Malathi Iyengar
Academic Support and Learning Technologies	Matt Montgomery
ASCSM Student Representative	
Business/Technology	Hellen Pacheco, Lale Yurtseven
Counseling/Articulation Officer	Trang Luong
Counseling/Student Services	Jesenia Diaz
Creative Arts & Social Science	Judith Hunt, Natalie Wakefield
Distance Education	Michelle Mullane
Instructional Design	Jennifer Howze-Owens
Kinesiology Division	Shana Young
Language Arts Division	Keira Travis
Math/Science Division	Beth LaRochelle, Krista Bailey

Non-Voting Members

Deborah Laulusa, Lauren Servais, Niki Castello

Absent/Excused

Other Attendees

Jacqueline Pigozzi Madigan

Chair, Malathi Iyengar, called the meeting to order at 2:14 p.m.

New Business

Welcome and Introductions

The curriculum committee meeting began with welcome and introductions from the returning Chair, Malathi Iyengar, who announced the use of AI transcription. The committee members went around the room to introduce themselves. This included several new members and the new Vice President of Instruction, Dr. Lauren Servais.

The meeting was focused on providing a basic introduction to the Curriculum Committee's structure, purpose, and processes aimed at educating members on their responsibilities and the broader context of curriculum development within the college. The committee was described as a subcommittee of the Academic Senate, responsible for reviewing and recommending new and modified courses and programs. The roles and membership of the committee were outlined, including representatives from

each instructional division and the library. The process for curriculum approval was detailed, from submission in CurricUNET to tech review, full committee discussion, and subsequent articulation and Chancellor's Office approvals. The importance of adhering to deadlines and the phases schedule was emphasized to ensure a smooth workflow. The meeting also covered the different types of curriculum, such as credit and non-credit courses, and the various layers of guidance and regulations that must be considered. The Brown Act compliance for committee meetings was discussed to prevent illegal side meetings or serial meetings.

What is Curriculum Committee?

The Curriculum Committee is a subcommittee of the Academic Senate. The Academic Senate has three subcommittees: the Committee on Teaching and Learning, the Curriculum Committee, and the Distance Education Advisory Committee. This structure is repeated at each of the three sister colleges in the district. The three senates together make up the District Academic Senate, which also has three subcommittees, one of which is the District Curriculum Committee.

What is Academic Senate?

If we are a subcommittee of the Senate, what is the Senate? Under the California Code of Regulations, Title V, every California community college has an Academic Senate. Sometimes they go by another name, like Faculty Council, but every college has a body like this that represents the voice of faculty in this shared governance process. From Title V, the Academic Senate's primary function as the representative of the faculty is to make recommendations to the administration of a college and to the governing board of the district with respect to academic and professional.

Academic and Professional Matters: 10 + 1

Academic and professional matters are referred to as the 10 + 1.

10 + 1 are things that faculty are to advise administration on. The first one on the list is curriculum, including establishing prerequisites and placing courses within disciplines. The California Community College system as a whole has a statewide academic summit. If you go to ASCCC events, the Curriculum Institute, etc, the 10 + 1 are so important that they promote them with wallet cards that have the 10 + 1 list on them and we are encouraged to keep these to remind us that we have the right and the duty to advise about these claims.

As a subcommittee of Senate, we play an important role with regards to the 10 + 1. Here is how the Senate bylaws describe our charts: We are to "carry on a regular review of the college curriculum." This is the main thing that we do. Courses come through this curriculum software called CurricUNET, soon to be changed to a new software called Courseleaf. All of us will look at every course that comes through, whether it's in our discipline or not, and review, and we're going to talk about that. Our next responsibility is to "inform faculty of and oversee adherence to curricular aspects of the Ed Code," e.g. if there are Title V updates that affect curriculum that come to us. Next, we will "consider for recommendation proposals for new courses and programs," that also come through CurricUNET. We "consider for recommendational deletions, classifications, and changes in courses and programs," which also comes through CurricUNET.

Curriculum Committee Membership

From the Curriculum Committee Handbook: "The curriculum committee shall consist of representatives from the faculty and a committee chair. Each instructional division, including Counseling and Academic Support and Learning Technologies, shall elect two representatives to the committee. Library faculty shall elect one at-large representative. The Distance Education Advisory Committee shall elect one instructional designer as an at-large voting representative. If the library, faculty, or instructional designer belong to an academic division, either or both may serve as the representative for their respective divisions for a maximum of three representatives total from that division. In addition, the committee

elects a chair from among its current or recent members. The chair will serve a two-year term and will report monthly to the Senate, etc.”

Please do check the website to verify your name, your email address, your phone number. You’ll also see that some people’s names have two roles they are representing for a particular role and on behalf of their academic division.

The guidelines set forth the voting members, two from each division, plus the instructional design faculty, and not reflected in the section above, there are also two ASCSM student representatives. It also says the chair is a voting member; I have never voted on this committee, but the chair may vote in tie-breakers.

Non-voting members include very importantly the curriculum specialist, the instructional support assistant, and the VPI, who is here in an advisory role. The registrar is a non-voting member, along with the SLO coordinator. Our wonderful articulation officer, Trang, is here also as a counseling representative so she’s a voting member in her capacity as a counseling representative.

For the ASCSM students to be voting members of the curriculum committee, they would have to have a curricUnet password and log in to review all of this curriculum, which is not really practical for students who are busy being students. Also, it was my experience last year that it’s very difficult for student representatives to attend these meetings. When they’re considered to be voting members, but they’re not able to attend, that counts against us for quorum. We are going to see if our student reps would like to be advisory members on the non-voting side.

We work for the college as a whole. This can be very confusing, because most of us are elected, appointed, or volunteered/voluntold by our divisions, so it’s easy to think you are here representing your division, like a politician representing their constituency, e.g. I’m supposed to advocate for my division, but in fact, when we come in here, we have to take our division hat off. We are not here to engage in department or discipline-based advocacy, but to promote the strength of the curriculum overall. So when we are discussing things and we have contributions to make based on our expertise in a discipline, please remember we are not here to promote our division or department, but to consider the curriculum as a whole.

Curriculum committee members will:

1. Review all agenda items to new and modified courses and programs in CurricUnet prior to meeting, and when appropriate, leave any commendations or recommendations in the comments section.
2. While you may not be a discipline expert in the proposed courses or programs, you’re a fellow faculty member, it’s your responsibility, quote, to determine that course elements to the core are appropriate to the intended students, unquote. To do so, review all elements of the core for appropriate rigor and inclusivity.
3. Please don’t worry about grammar and punctuation (we’ll look at this on the backend). However, it is appropriate to consider clarity vis-a-vis the intended audience (students and course, description/future hires and the rest of COR).

We used to wordsmith the proposals and that got very tiresome; we are just looking at the content and if the textbooks are out of date, etc. Obviously, if it’s in your discipline or division, you’ll have more to say, but we all look at everything.

Type of Curriculum

We have credit and non-credit courses. Understanding the rules around all of these things is part of what we need to do. Malathi shared a slide listing the types of curriculum for credit and the types of curriculum that are non-credit. She also shared a slide on the ten non-credit instructional areas. There

was some question about whether non-credit courses will come through the committee, e.g. for community education, corporate (offsite) education, etc.

Malathi shared a slide of criteria for approving curriculum. She shared an anecdote from another California Community College where a new Aviation program had gone through all of the cycles of approval, but no one had looked at the cost of implementing the program and whether adequate resources were available. The committee discussed the specifics of how to check for adequate resources.

Layers of Guidance

Next, Malathi covered the multiple layers of guidance that must be considered when evaluating proposals. She shared a slide with an overview of various laws (Federal Financial Aid), college & district policies (CALGETC), transfer institutions, and industry and regional factors (CTE advisory committees). She provided a slide of resources for researching these laws, policies, etc.

Curriculum Process

Malathi shared a slide showing the workflow and explained in detail the structured process that proposals go through starting with faculty submission, then to tech review with approval from the dean, division rep, distance ed, and on to a full committee review, with classified professionals playing a crucial role in the backend work. Committee leadership emphasized that faculty members need to remain engaged throughout the process and follow up on any comments or requests, as the process requires ongoing communication and response to feedback.

Articulation Essentials

Articulation specifically refers to course articulation from the “sending” campus that is comparable to a “receiving” campus from course development to application to governing body.

What is a meeting under the Brown Act?

Malathi covered Brown Act requirements, specifically GC Section 54952.2(a) which defines a meeting and emphasized that as a public committee, all meetings must be open to the public and decisions cannot be made outside of formal meetings. She covered examples of informal conversations, serial meetings, and email threads that would be considered illegal under the Brown Act.

Commonly Used Acronyms

Malathi shared a slide of commonly used acronyms.

Committee Goals

Next, Malathi re-shared goals from the previous academic year. The list includes ensuring all faculty know how to use Curricunet and understand their responsibility to make required modifications to course outlines. Division representatives are encouraged to request time in their monthly division meetings to provide curriculum updates to faculty. They are also encouraged to educate faculty on reasonable timeframes for seeing their proposals approved and the importance of meeting phased deadlines to ensure proposals flow to the committee in a timely manner.

The committee discussed the process for updating their DE addendum and whether it meets the current standard for regular and substantive interaction (RSI).

Meeting adjourned at 3:13 p.m.