College Curriculum Committee
Meeting Minutes
Tuesday, March 7, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: February 21, 2017	**Approved by consensus**.
2. Announcements a. New Course Proposal	**Speaker: Isaac Escoto** The following proposal was presented: MATH 1CHP. No comments. Please share with your constituents.
b. Succession Planning	As mentioned at previous meetings, Escoto's current term as CCC co-chair ends at the end of this academic year. The Academic Senate secretary position will also be ending. Please contact him and/or refer your colleagues to him if interested or would like to discuss either position.
c. Humanities Certificate of Achievement Approval	The CCCCO has approved the Humanities certificate of achievement. CCC had approved this certificate contingent on articulation agreement with USF, which is still being finalized. Day noted importance of formalizing articulation; clarified with Falk Cammin (Humanities faculty) that articulation will be valid for any student who takes these courses, not just those in this program.
3. Consent Calendar a. GE Applications	**Speaker: Isaac Escoto** The following GE applications were presented: Area I—ENGL 34C, 45A, 45B, 47A, 47B; HUMN 9; MUS 7F. No comments. Motion to approve **M/S** (Evans, Anderson). **Approved.**
4. New Department Code: NCCS	**Speaker: Isaac Escoto** Language Arts has approved the creation of a new department/subject code of NCCS (Non Credit College Skills). The new IDS 406 course will be moved to NCCS. This code will go into effect for the 2017-18 catalog. PSME rep noted concern from STEM Center and PSME dean, who were unaware of this new department. Question regarding intent and if existing supplemental instruction courses in other divisions will be moved into Language Arts. Katie Ha (Teaching and Learning Center faculty) noted that she has met with STEM Center director regarding this new department. Intent is not to replace existing codes or move existing courses under new code. Idea for new department came out of development of IDS 406 course, which does not fit within existing codes. Amy Sarver (ESLL faculty) noted new ESLL course being developed might be housed under NCCS. Question regarding if the college is interested in centralizing tutoring services—LaManque does not believe so. Ha noted that STEM Center and other resources will not be impacted. Question regarding if code is being created due to need to hire faculty within a specific discipline. Comment regarding recent addition of Accounting discipline to NCBS 405; concern that it is not appropriate for that course.
5. New Program Application: Global Studies ADT	**Speakers: Isaac Escoto & Brian Evans** First read of new Global Studies ADT. Evans noted that UC Berkeley is starting a Global Studies major. Day noted that this ADT is a good example of an interdisciplinary degree, pulling together faculty from different departments and divisions. Not only will this feed into Global

	Studies majors, it will also feed into other majors for which there currently exists no ADT. Day noted that admissions at CSUs are becoming even more competitive and that ADTs seem to be giving students an advantage at certain CSUs. Note that TMC attached to agenda does not contain unit counts (at bottom)—Day will add those when we submit to the state for approval. Second read and possible action will occur at next meeting.
6. New Program Application: Bridge to College ESL Pathway Certificate of Completion (noncredit)	**Speaker: Isaac Escoto** First read of new Bridge to College ESL Pathway certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments. Second read and possible action will occur at next meeting.
7. New Program Application: English as a Second Language-Beginning Certificate of Completion (noncredit)	**Speaker: Isaac Escoto** First read of new English as a Second Language-Beginning certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments. Second read and possible action will occur at next meeting.
8. New Program Application: English as a Second Language-Intermediate Certificate of Completion (noncredit)	**Speaker: Isaac Escoto** First read of new English as a Second Language-Intermediate certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments. Second read and possible action will occur at next meeting.
9. New Program Application: Language Arts Foundations Certificate of Completion (noncredit)	**Speaker: Isaac Escoto** First read of new Language Arts Foundations certificate of completion. This is a noncredit program. ESLL faculty Amy Sarver present to address questions/concerns. No comments. Second read and possible action will occur at next meeting.
10. Stand Alone Approval Request: ALCB 400B	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for ALCB 400B. No comments. Motion to approve **M/S** (Francisco, Anderson). **Approved.**
11. Stand Alone Approval Request: ALCB 400D	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for ALCB 400D. No comments. Motion to approve **M/S** (Francisco, Day). **Approved.**
12. Stand Alone Approval Request: IDS 406	**Speakers: Isaac Escoto & Katie Ha** Second read of Stand Alone Approval Request for IDS 406. The application has been updated, based on feedback at previous meeting; additionally, the discipline has been finalized on the COR. Ha noted that in order to collect apportionment for students to act as tutors, the director of the tutoring center must have a master's in education with a focus on adult learning theory (which Ha has), students must receive specific training (which they do), and a specific course must be offered—this is that course. Student tutors will enroll in this course during the time they tutor other students. Comment that the course description is still unclear, regarding who should enroll in this course. LaManque noted that Ha will be providing instruction to the student tutors. Note that course will now be housed under new department code of NCCS, not IDS.

	Question regarding students receiving credit for course—they do not, although peer tutors do get paid. Course will provide a more sustainable funding source for tutors, who are now paid under basic skills or equity. Ha noted that she based course description language on existing courses at other colleges; will revisit language to make clearer. Motion to approve **M/S** (Armerding, Cooper). **Approved.**
13. Non-transcriptable Certificates	**Speaker: Isaac Escoto** Continuation of discussion from previous meeting; Escoto had asked reps to follow up in divisions and report back regarding how many non-transcriptable certificates are awarded and how they are verified, tracked, etc. Guests present for discussion: Nazy Galoyan, Dean of Enrollment Services; Kent McGee, Graduation & Evaluation Coordinator; Lourdes Parent, Research Analyst. PSME: Division assistant created a form for each certificate, which the student fills out. Assistant verifies that student has taken courses; if student meets requirements, dean signs off. Assistant keeps file on student so that certificate can be replaced if necessary (e.g., if student loses it). Rep unable to get numbers of certificates awarded, as assistant is currently out of office. Presented example of certificate awarded to student. Day asked how pass-along courses are verified—rep unsure but assumes student would file a petition, as they would for any course substitution. Has not seen any instances of course substitution requests for these. Galoyan asked if there is a residency requirement for these certificates, as there is for a state-approved program—rep unsure, but it is not part of their forms. Group unsure if residency requirement applies to non-transcriptable certificates. FA: ETS created online form for students to submit. Submissions go to division assistant, who keeps information for tracking purposes. Also tracks numbers; e.g., last year awarded 90+ communication studies certificates of proficiency. Numbers provided to faculty to use in program review. Rep does not recall any students requesting course substitution during his tenure as division dean. Presented example of certificate awarded to student. Noted that for some programs students go on to receive certification from company via testing (e.g., Pro Tools), which is one reason division has not pursued state-approved certificate. Noted that division has contacted alumni to inquire how they used certificate. BH: Rep noted that division offers many additional non-transcriptable certificates than those listed on agenda attachment. Many of their certificates are driven by state law and cannot be altered without direction from the state. Many are required for a student to take state test to receive a state license (e.g., mammography, dental assisting). BSS: Decentralized process; department faculty award certificates. Concern within division that there is not institutional support for non-transcriptable certificates, so some are wary of creating them or marketing existing certificates. Accounting has popular certificates. PSME rep noted focus on ensuring that certificates are worthwhile or useful for students, especially when they are not connected to state licensure like BH certificates. LaManque posed question to Parent, regarding potential for centralized tracking of certificates and/or reporting to the state. Parent explained that, pre-Banner, non-transcriptable certificates were entered in the SIS system and the information was reported to the state. Although these don't count toward accountability numbers (e.g., the Community

	Colleges Chancellor's Office Scorecard), in the past these certificates were reported to IPEDS (US Department of Education). Certificates not in Banner, although Banner form was created due to request from previous administration to enter and track data. Request rescinded, so form not being used. If we decide to implement a process of verifying data and entering in Banner, data will then appear in Data Mart. IPEDS states that we should report every certificate we award; however, previous administration did not make it a priority. Galoyan noted that to enter certificate awards in Banner would first require all programs to be created in Banner, as well as ensuring they are not listed on the student's transcript. Question regarding why these cannot be listed on transcript—state restriction, financial aid restriction, and ACCJC restriction. Only certificates of achievement appear on the student's transcript (noncredit certificates do not, even though they are approved by the state—such approval is related to enhanced funding for courses). Galoyan noted that entering certificates in Banner would mean a change from current division process to more centralized process. Parent noted that, pre-Banner, the division assistants had access to the information in the system, so it wasn't a fully centralized process.
	BH rep noted example of student requesting copy of certificate awarded almost seven years ago—division response is that it will take 6-8 weeks and possibly incur a fee. Noted records are shredded beyond seven years. Would prefer division maintains control of certificates—stressed importance of their certificates for state licensure. Day noted that many of these certificates qualify to be submitted as certificates of achievement. FA rep noted that, as dean, topic was introduced and some departments did submit and receive state approval, whereas others uninterested. Noted purview of the faculty to decide whether to submit for state approval. BH rep noted that for certain certificates, the actual certificate is what the state licensing board wants to see, not the student's transcript.
	LaManque noted that these certificates have not gone through any local approval process, outside of the division. Escoto noted that form for course substitution mentions certificate of achievement only. Discussion will continue at future meeting.
14. ESLL 26	**Speaker: Isaac Escoto** Continuation of discussion from previous meeting. PSME rep asked if plan is to deactivate ESLL 26 when ESLL 126 active or if both courses will be active—LA rep noted that discussion is ongoing regarding this decision. LaManque noted that De Anza has two similar courses—McGee noted that both are UC transferable. Discussion regarding adding ESLL 26 to prerequisite list for ENGL 1A, to allow students to more easily take ENGL 1A after ESLL 26—Sarver noted that ESLL department cannot update prerequisites on an English course. Escoto noted that, in Banner, ESLL 26 and ENGL 1A are not listed as course equivalents. Day noted that the courses have the same C-ID approval; question from PSME rep regarding if that could be an issue, related to adding ESLL 26 as a prerequisite for ENGL 1A—Galoyan will follow up to see if Title 5 prevents this. Casie Wheat from Testing & Assessment Center present to address questions/concerns regarding placement testing. Noted separate placement tests for ESL and English, with faculty determining how placement scores map to courses. Recently heard concerns that score mapping for ESL test had been changed—they have not. Galoyan noted that the reason behind the two different tests/placements is that they are two different disciplines. Ha noted that she has seen many students take

	English test who probably should've taken ESL test, who then might not receive proper grammar support. LaManque noted that implementation of common assessment should assist students in determining which placement test to take. Galoyan noted difficulty, procedurally and in comments received from students and counselors, regarding recent change of ESLL 25 & 249 no longer being corequisites. Need for clear communication from ESLL department if changes are made to ESLL 26. Farooq spoke with international students who took ESLL 26 and then took ENGL 1A instead of jumping to ENGL 1B—they said that they did well in ENGL 1A and then ENGL 1B, after. Escoto shared comments from Counseling division meeting (reps could not attend CCC today): including upcoming change of ESLL 25 to ESLL 125, if ESLL 26 changes to ESLL 126 students will go from being able to take 10 UC-transferable credits to zero (ESLL 25 & 26 are UC transferable); question regarding if ESLL department is considering revising ESLL 26 to address concerns instead of deactivating it. Escoto noted that some programs list ESLL 26 on curriculum sheet (e.g., Allied Health programs list prerequisite of ENGL 1A or ESLL 26). Stressed need to ensure change will not negatively affect any specific group(s)—LA rep noted that faculty has followed up on data request. Sarver asked if ESLL 126 could be listed on curriculum sheet—Day noted that it cannot, as it would not be degree-applicable *[note: if the intent is for an ESLL course to meet English composition graduation requirements per Title 5, it would need to meet the depth/rigor of college level composition standards]*. Day noted difficulty of receiving UC transfer approval for ESLL 26 and worry that if course is deactivated and then department later wants to reactivate, could be difficult to get re-approved for transfer. Escoto noted that students might choose to attend different college if we don't offer transfer-level ESLL course.
15. Honors Courses	**Speaker: Isaac Escoto** Moved to next meeting, due to time constraint.
16. Report Out from Division Reps	**Speaker: All** LaManque provided announcement regarding TracDat system: Nuventive has updated the TracDat software to upgrade to a new version that has a much more user friendly interface, and they are discontinuing the old version currently in use at Foothill. The conversion is scheduled for Thursday, Mar. 30—TracDat is only expected to be offline for a few hours. Office of Instruction will begin the setup and programming of the new version during the first week of April, at which point training sessions will be scheduled beginning spring quarter. Instruction is looking for any faculty interested in serving as a TracDat coordinator for spring quarter—coordinator would assist with TracDat setup and training.
17. Good of the Order	
18. Adjournment	**3:32 PM**

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Nazy Galoyan (guest—Admissions & Records), Marnie Francisco (PSME), Katie Ha (guest—Language Arts), Kay Jones (LIBR), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (guest—Evaluations), Lourdes Parent (guest—Institutional Research),Tiffany Rideaux (BSS), Amy Sarver (guest—Language Arts), Casie Wheat (guest—Assessment/Testing)

Minutes Recorded by: M. Vanatta