

**College Curriculum Committee
Meeting Minutes
Tuesday, May 9, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room**

Item	Discussion
1. Minutes: April 25, 2017	Approved by consensus.
2. Announcements a. New Course Proposals b. White Paper on Streamlining Curriculum Processes c. OER Materials (SB 1359) follow-up d. Honors Courses follow-up e. Upcoming Deadlines f. Music History & Literature Certificate of Achievement Approval	Speaker: Isaac Escoto Rachelle Campbell has agreed to be considered for the soon-to-be-open CCC co-chair and Academic Senate VP position, pending senate confirmation. Escoto thanked the group for their outreach efforts. The following proposals were presented: DMS 200; ESLL 126; LINC 77, 77A, 77B, 77C, 77D, 78A, 78B, 78C, 84A, 84B; MTEC 49; NCBS 403. Question from PSME rep about note on some LINC proposals regarding collaboration with PSME— Kyle Brumbaugh from KCI stated that he discussed courses with PSME dean. PSME rep noted that NCBS 403 might be split into two-course sequence so that it may be offered during the regular year, as well. Please share with your constituents. Paper outlines research by work group on existing curriculum processes, as well as recommendations and best practices. Curricular process has been ongoing discussion at Foothill for a long time. ASCCC and CCCC holding regional meetings to address streamlining—meeting for our area will be May 24; Escoto and Vanatta will attend. Reminder of checklist for Curriculum Reps to use when reviewing CORs—hope is that cleaning up issues will allow for the possibility of streamlining our local process. Discussion at previous meeting regarding new requirements, to go into effect January 2018. Judy Baker from Online Learning (present at previous discussion) working with others on campus to address and implement necessary changes. Any pertinent updates will be communicated at CCC. Discussions at previous meetings regarding the potential impact of additional unit on honors courses. Will continue once we are able to get data to address questions posed at previous meeting; IR is very busy with accreditation at the moment, so unsure when we will be able to get data. Clarification that no specific policy has been proposed; CCC is currently simply discussing the topic. Reminders of upcoming deadlines: June 1 for UC transferability, and June 23 for CORs for 2018-19. Note that June 23 deadline means that a COR must be fully through C3MS process and in Review/Instruction status. The CCCC has approved the Music History & Literature Certificate of Achievement. Previously a non-transcriptable certificate.
3. New Program Application: Social Justice Studies ADT	Speakers: Isaac Escoto & John Fox First read of new Social Justice Studies ADT. Escoto noted that Foothill has been getting attention regarding our high number of ADT offerings and completers. Fox noted three different options

	<p>within degree: General Social Justice Studies, Gender and Sexuality, Race and Ethnicity. No new courses needed to be created. Next year's First Year Experience program might have a focus on social justice, which will help bring attention to the ADT. Language Arts rep asked if Fox considered including ENGL 40 & 41 — Fox had emailed faculty for course suggestions and did incorporate feedback that he'd received. Day noted possibility that those courses were considered but could not be included due to articulation restrictions on the TMC; will double-check. Day noted the long list of majors on the TMC, which should help students with transfer admissions.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>4. Statway (C-ID and ADTs)</p>	<p>Speakers: Isaac Escoto & Bernie Day</p> <p>Day provided background on topic: several years ago, the CSU GE Advisory Committee (GEAC) conditionally approved seven colleges (including Foothill) to certify Statway (our MATH 17) to satisfy Area 4B of CSU GE; initial pilot set to expire in 2016, but was extended to 2019. Subsequently, Statway was approved to satisfy Area 2 of IGETC, without an end date. However, Statway is not approved for C-ID and, thus, may not be used as a substitute for required statistics on most ADTs. After some discussion by math faculty statewide, the C-ID descriptor for Introduction to Statistics was revised to permit colleges with Statway (and similar models) to submit their courses for review with C-ID MATH 110— we submitted MATH 17 but were not approved. Faculty discipline review groups in some majors have expressed concerns that students who complete Statway might not be adequately prepared for upper division work that necessitates understanding intermediate algebra; nine ADTs were identified as such.</p> <p>ASCCC memo communicates that these nine ADTs must now "include [language noting] the intermediate algebra competency on the ... TMC." We currently offer five affected ADTs: Business Administration, Economics, Kinesiology, Psychology, Public Health Science. CCCCCO is working on a FAQ to clarify how colleges should proceed, but Day heard from some CCCCCO staff that we will be required to resubmit these ADTs. Community College League of CA response argues that this new requirement will disproportionately affect underrepresented students. Day noted that no instructions have been distributed yet, but wanted the situation to be on everyone's radar. Last year, Day shared with CCC reports from CSU Math Council and CSU Quantitative Reasoning Task Force addressing the need to provide equitable access for students but also expressing concerns about math approaches with little intermediate algebra. Hueg noted related local issue of course prerequisites— students frequently submit waivers to use Statway in place of MATH 10/PSYC 7/SOC 7. PSME rep noted need to ensure Statway is preparing students to pass placement exams— clarification that Statway does not include intermediate algebra. Purpose is to have a different statistics option for students who cannot pass intermediate algebra. Counseling rep noted that Statway option addresses differences in students' learning styles. Question regarding availability of data on students taking Statway vs. regular statistics course— Day noted the majority of data is from other states with similar programs, but SJSU has been teaching Statway and monitoring student success. Carnegie Foundation (which operates Statway Project) has provided data to CSU GEAC.</p>

<p>5. Non-transcriptable Certificate Approval Process</p>	<p>Speaker: Isaac Escoto We currently do not have a policy or process established for the creation of a new non-transcriptable certificate; importance of having all divisions follow the same process. Previous discussions revealed that not all departments/divisions follow the same creation process. Today’s discussion will influence the draft of a policy/process.</p> <p>Fine Arts rep proposed new certificate be approved by the division CC and then CCC, not simply added to a curriculum sheet. Suggested course listings for certificates should be clear, and as concise as possible. PSME rep would like to see capability of certificates tracked in Banner, instead of just within each department/division (refers to students completing certificates). Bio Health rep suggested maximum total units for certificates; if eligible for certificate of achievement, perhaps we should require submission to the state. PSME rep asked how a certificate becomes transcriptable—would be submitted as a certificate of achievement, following the same process as a new one; documents on CCC website for information. Bio Health rep suggested professional development workshop for faculty who wish to move certificates to transcriptable, to assist them in program creation process. PSME rep asked how many existing certificates could qualify as transcriptable—document was shared with CCC in winter quarter with total units for current non-transcriptable certificates. Bio Health rep suggested branding requirements for certificates, including the look of the physical certificate and who signs them. Hueg agreed that central tracking of conferred certificates is key and that all certificates should look the same.</p> <p>Escoto noted that there are two separate pieces to consider: the process for creating a new certificate, and the process for tracking and conferring them. Would like to first establish the creation process. Further discussion regarding tracking should include staff from A&R and Evaluations. Bio Health rep noted the benefits of getting eligible certificates approved by the state, including conferring/tracking burden removed from divisions. LaManque suggested certificates be listed in EduNav system (in the future) as an educational plan for student to select, which could assist in tracking—would be connected to Banner, but outside of the Banner system. EduNav, in part, functions similarly to DegreeWorks, used by students to select a program and track progress. LaManque noted that, according to Moaty Fayek (Interim VP of Workforce), Strong Workforce funding formula includes number of non-transcriptable certificates, which are not currently being submitted to the state; if there was a way to collect and submit these, could be counted as one of several factors included in the funding formula. Would be beneficial to gather data regarding student outcomes. Escoto noted that, for accreditation, would be nice to have a central creation process. LaManque noted that documenting non-transcriptable certificate approvals in CCC minutes would also be helpful. CCC team will draft policy/process for first read at future meeting.</p>
<p>6. Equity Across Curriculum</p>	<p>Speaker: Isaac Escoto Escoto noted, on CCC Responsibilities document, requirement that divisions CCs “review curricula with faculty for student equity considerations...” Need to ensure that this responsibility is being upheld, as well as have documented specifics on how equity</p>

	<p>considered during review. First step is discussion of ideas.</p> <p>Request for clarification regarding what it means to “review curricula;” is this specific to CORs, and do our CORs currently provide enough information on, for example, delivery methods to allow them to be reviewed for equity (e.g., multimodal, flipped classrooms, etc.)? Escoto suggested CCC look at a COR, during future meeting, to see what sections could apply to equity. Language Arts rep suggested including the division-specific online course standards. Bio Health rep suggested policy include procedure; suggested each division document outlining their specific curriculum procedure(s).</p> <p>Please share with your constituents and bring feedback to the next meeting for discussion.</p>
<p>7. Policy Update: Academic Adjustments for Students with Disabilities</p>	<p>Speaker: Isaac Escoto First read of updated policy, originally approved by CCC last year. Addresses situations for students with learning differences having trouble completing required courses. Recent discussion at Academic Council resulted in proposed adjustments by that group. Counseling rep explained adjustments, which are to the course substitution process—instead of the current requirement of a meeting between the course faculty and faculty from the student's major, the updated policy requires the student's counselor at DRC to get a letter from the aforementioned faculty to show evidence of support. Also updated is change from requirement of unanimous vote at Academic Council to majority vote. Question regarding number of students affected—Counseling rep noted that most cases involve Math courses, affecting students who have been tested and found to have a specific learning disability in Math (dyscalculia); this year, rep as seen four or five cases.</p> <p>Escoto noted that new version of policy will need renewed CCC approval. Note that version shared with agenda does not include update to Academic Council vote; Escoto will share most recent version for consideration as possible second read at next meeting. PSME rep noted seeing increasing number of students taking exams at DRC, and asked what documentation students must provide to prove issues—Ong noted that most students must go through psychological evaluation, which includes a number of tests. Shared specifics of students with dyscalculia and what is involved in diagnosis. Noted that most students come in with documentation from their high school, but that Foothill does have a learning disability specialist who can test students. Counseling rep noted that foreign language courses also common issues for students. Any assessment follows formal process, administered by a person certificated by the state of CA.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Report Out from Division Reps</p>	<p>Speaker: All Apprenticeship: Strong Workforce Task Force recently recommended that minimum qualifications for Apprenticeship faculty be re-written. CA Apprenticeship Council (CAC) drafted new MQs, which were then reviewed by ASCCC (under the direction of the CCCCO), who proposed their own version. Issue is highly politicized, and CAC believes the ASCCC version of MQs to be in conflict with theirs. Foothill Apprenticeship CC working on drafting a resolution.</p>

	<p>BSS: Recent discussion of seat count for honors courses—should it be lower than regular version? Would like to include in future discussion at CCC. Concern, regarding Representative Texts section of COR, that students are buying textbooks based on that listing on COR, rather than looking at schedule listing and/or contacting instructor directly. Unsure how frequently it happens, but a few examples. Suggestion that this could perhaps be addressed with a note on the COR. New courses being developed for Elementary Education ADT, including discussion regarding possible use of a Humanities course instead of History. Day noted that she spoke with faculty and that the TMC specifically requires the course to be world history, and cannot be substituted.</p> <p>Language Arts: English department discussing new subject code for noncredit English for summer bridge course(s). Unsure of process to create one—Vanatta explained process involves new code being approved by division CC and noted in meeting minutes, then division forwards memo announcing new code to Vanatta for CCC agenda (info only). Rep expressed confusion regarding difference between department and subject code—LaManque noted that, in this case, it is a subject code, as departments are administrative bodies. Rep noted that faculty developing journalism department/code unsure where it should be housed, as it is being developed in collaboration with faculty in Fine Arts division. LaManque noted that an administrative decision will need to be made regarding under which division the course will be housed, and if faculty from different disciplines may teach the course, all need to be involved in its development. Example of interdisciplinary course (IDS 300) currently housed within Dental Hygiene for administrative purposes; the critical piece regarding who teaches is the discipline. Rep noted that discussions within division concern the need for clarity regarding department vs. subject code—LaManque noted discussions, last year, to clarify such differences, specifically when IDS 300 created. CCC team will create a quick sheet to explain the differences.</p>
9. Good of the Order	
10. Adjournment	3:29 PM

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Elizabeth Brumbaugh (guest—LINC), Kyle Brumbaugh (guest—LINC), Rachelle Campbell (BH), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Valerie Fong (LA), John Fox (guest—SOC), Marnie Francisco (PSME), Evan Gilstrap (guest—CNSL), Kurt Hweg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Bruce McLeod (Apprenticeship), Teresa Ong (guest—DRC), Keith Pratt (guest—ESLL), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (guest—DRC), Lety Serna (CNSL), Bruce Tambling (FA)

Minutes Recorded by: M. Vanatta