

**College Curriculum Committee
Meeting Minutes
Tuesday, November 14, 2017
2:00 p.m. – 3:30 p.m.
President’s Conference Room**

Item	Discussion
1. Minutes: October 24, 2017	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All Bio Health: EMT noncredit certificate approved by the state.</p> <p>Counseling: Possibly developing Multicultural Counseling course; discussing noncredit course for probation students. CRLP 73 & 74 being submitted for GE Area VII.</p> <p>BSS: Experimenting holding division CC meeting on different days/times, but not working as hoped. Lots of support for Elementary Education ADT and Child Adolescence ADT.</p> <p>PSME: Math dept. working on standardized language for hybrid courses. C S dept. considering new course to introduce fundamentals; find that 1st quarter students struggle with material.</p> <p>Language Arts: Faculty would like to see forms imbedded in C3MS; in support of shortening curriculum cycle.</p> <p>Kinesiology: Approving Content Review forms; discussing where new courses fit within programs; updating outdated disciplines.</p> <p>Library: Request from staff at reserve desk for faculty to select next quarter’s textbook(s) as early as possible. If multi-section courses align textbook(s), potential for discounts from publishers.</p>
3. Announcements a. New Course Proposals	<p>Speaker: Rachelle Campbell The following proposals were presented: APAV 50A, 50B, 50C, 51, 53A, 53B, 54A, 54B, 55, 56, 60, 75A, 75B, 81; BUSI 17. Proposals for JRNL 62 and THTR 48G postponed until a later meeting.</p> <p>Lisa Eshman present to discuss APAV proposals. Creating Apprenticeship program in Advanced Veterinary Assisting— pathway program with the goal of hiring apprentices in SF area to work at SF SPCA hospitals. Skills-based learning, equivalent to first year of Foothill’s V T program. APAV content in alignment with current V T courses, but APAV courses do not require the prerequisites; instead, prerequisite content built in, which will allow a student who finishes APAV program to transition into second year of V T program (would also need to complete an additional 2-4 quarters of prerequisites to move from APAV to V T). APAV a two-year program: two courses per quarter, while also working at SF SPCA as apprentice. Partnering with Jewish Vocational Services to help students be successful. Question regarding whether a student would be allowed to take corresponding V T course if has taken APAV course—Eshman plans to create equivalencies; will need more discussion at division level.</p> <p>LaManque asked if V T prerequisites can/should be revised to include APAV version—Eshman unsure, and would need to consider AVMA (outside accrediting body) requirements. Question</p>

<p>b. Notification of Proposed Requisites</p> <p>c. New CCC Website</p> <p>d. Guided Pathways</p>	<p>from PSME rep regarding APAV 53B, which includes a lot of math content but does not require a math prerequisite—Eshman noted there are prerequisites to get into the apprenticeship program; has stressed that students will need a certain level of math and suggested a math test be used during student selection. Will discuss with math department. Question regarding whom the ideal student would be—SF SPCA struggling with staff retention; looking for those who are committed to the location (e.g. family in the area, etc.) and are looking for a professional career working with animals; might be a person unlikely to attend college, otherwise. Students will ultimately get licensed.</p> <p>New requisites for ALTW 430, C S 3B, ESLL 126, MATH 1BH and 1BHP, and V T 54A (all effective 2018-19); also listed are ongoing requisites, for which a Content Review form was not on file.</p> <p>Marketing has launched the new CCC website. All of the information and documentation from the previous website is available, but some things are organized differently. Reach out to Vanatta if you have any trouble finding something.</p> <p>Campbell and others from Foothill attended Institutional Effectiveness Partnership Initiative (IEPI) training last week, around Guided Pathways Model—not a new initiative, but a shift in mindset on how to align the student experience. Goal of model to create clear curricular pathways, help students choose and enter their pathway and stay on their path, and ensure that learning is happening with intentional outcomes. Focuses on institutional transformation, which Foothill is already doing. Uses evidence-based practices, which we’re already doing. Emphasizes interventions that work at scale. Keeps students at the center of the process. Some have expressed concern that unique majors might suffer in this process—Campbell noted meta majors, broad categories of study that encompass multiple majors. Group watched short video illustrating how one meta major could include many different majors across campus. Foothill will need to determine how to create our meta majors (e.g., within divisions, cross-division). First step is self-assessment, which LaManque will lead; please contact him if interested in participating. Funding is provided and can be used for things like faculty stipends.</p> <p>This will be a long-term transformation. Comment that “pathways” brings to mind expanding/scaling our current programs. LaManque noted that one focus is completion through the pathway—part of this is determining how to advise a student through a pathway (e.g., narrowing down which GE to take); some programs already specify which courses to take during each quarter, but many do not. Defining this could help students, as well as help scheduling of courses. One concern is the push to get students through, but this doesn’t mean there can’t be exploration. Campbell noted tools already exist, such as CCC MyPath, to help students explore their academic/career interests. Day noted the basic tenet of career counseling; Foothill no longer has career counseling center. Hueg asked if CCC will drive this project—ASCCC resolution states that this will be a faculty-driven process; Academic Senate currently discussing who will be involved. Workload is beyond the current scope of CCC. Campbell will share IEPI handouts with the group.</p>
<p>4. Consent Calendar</p> <p>a. GE Applications</p>	<p>Speaker: Rachelle Campbell</p> <p>The following GE applications were presented: Area IV—HIST 3A,</p>

	<p>3B, 3C. No comments.</p> <p>Motion to approve M/S (Francisco, Starer). Approved.</p>
5. Stand Alone Approval Request: AHS 52	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for AHS 52. The application has been updated for clarity, based on feedback at previous meeting. Comment regarding potential typo in course description; Vanatta will follow up.</p> <p>Motion to approve M/S (Cooper, Francisco). Approved.</p>
6. Stand Alone Approval Request: ALTW 230	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 230. No comments.</p> <p>Motion to approve M/S (Starer, Thomas). Approved.</p>
7. Stand Alone Approval Request: ALTW 231	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 231. No comments.</p> <p>Motion to approve M/S (Francisco, Gilstrap). Approved.</p>
8. Stand Alone Approval Request: ALTW 232	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 232. No comments.</p> <p>Motion to approve M/S (Cooper, Gilstrap). Approved.</p>
9. Stand Alone Approval Request: ALTW 431	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for ALTW 431. No comments.</p> <p>Motion to approve M/S (Thomas, Venkataraman). Approved.</p>
10. Stand Alone Approval Request: DMS 200	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for DMS 200. No comments.</p> <p>Motion to approve M/S (Francisco, Thomas). Approved.</p>
11. Stand Alone Approval Request: NCBS 403A	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for NCBS 403A. No comments.</p> <p>Motion to approve M/S (Venkataraman, Thomas). Approved.</p>
12. Stand Alone Approval Request: NCBS 403B	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for NCBS 403B. No comments.</p> <p>Motion to approve M/S (Starer, Fernandez). Approved.</p>
13. New Program Application: English for Food Service Workers Noncredit Certificate	<p>Speaker: Rachelle Campbell First read of new English for Food Service Workers Noncredit Certificate. Starer noted that title might be changed from “English” to “ESL”—will discuss with faculty.</p> <p>Second read and possible action will occur at next meeting.</p>
14. New Program Application: Bridge to College Level Mathematics Noncredit Certificate	<p>Speaker: Rachelle Campbell First read of new Bridge to College Level Mathematics Noncredit Certificate. Includes two NCBS courses just approved for Stand Alone. Question regarding how program would support students if we end placement testing—PSME rep noted that students may still feel underprepared for a course and will need guidance; for example, a student who needs to target a specific content area to</p>

	<p>be successful when re-attempting a course.</p> <p>Second read and possible action will occur at next meeting.</p>
15. Stand Alone Approval Request: ALTW 430	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALTW 430. Will be permanently Stand Alone. Related to ALTW 230 course, above. SRC rep noted that TTW courses usually for credit; this course supports the TTW program as an option for interested students.</p> <p>Second read and possible action will occur at next meeting.</p>
16. Stand Alone Approval Request: EDUC 2	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for EDUC 2. Will be temporarily Stand Alone and included in forthcoming Elementary Education ADT.</p> <p>Second read and possible action will occur at next meeting.</p>
17. Stand Alone Approval Request: ESLL 126	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ESLL 126. Will be permanently Stand Alone. Replacement for ESLL 26, which will be deactivated.</p> <p>Second read and possible action will occur at next meeting.</p>
18. Stand Alone Approval Request: GEOG 20	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for GEOG 20. Will be temporarily Stand Alone and included in forthcoming Elementary Education ADT.</p> <p>Second read and possible action will occur at next meeting.</p>
19. Stand Alone Approval Request: NCCS 405	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCCS 405. Will be permanently Stand Alone. Katie Ha present for discussion. Will be linked to Chat Café, which faculty already host but not as an actual course. Supplemental instruction, as an opportunity for students to talk in English about a variety of cultural topics. Discussion regarding whether course will be scheduled or open entry/exit—Ha will follow up to make determination.</p> <p>Second read and possible action will occur at next meeting.</p>
20. Stand Alone Approval Request: NCEL 425	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCEL 425. Will be permanently Stand Alone. Ha noted that course is pedagogically geared toward listening and speaking skills—not as casual as NCCS 405.</p> <p>Second read and possible action will occur at next meeting.</p>
21. Stand Alone Approval Request: NCLA 407A	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 407A. Form states permanent Stand Alone, but Ha noted that course will be included in forthcoming certificate; form will need to be updated. Counseling rep noted concern with mention of personal statements in description; Ha noted multiple meetings with counselors last year to agree on current language.</p> <p>Second read and possible action will occur at next meeting.</p>
22. Stand Alone Approval Request: NCLA 407B	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 407B. Form states permanent Stand Alone, but Ha noted that course will be included in forthcoming certificate; form will need to be updated.</p>

	<p>Second read and possible action will occur at next meeting.</p>
<p>23. Stand Alone Approval Request: NCLA 407C</p>	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 407C. Form states permanent Stand Alone, but Ha noted that course will be included in forthcoming certificate; form will need to be updated. Course could address timed writing in the classroom, as well as on standardized exams, which is a common request from students. Could help students taking TOEFL exam.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>24. Stand Alone Approval Request: NCLA 408</p>	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCLA 408. Will be permanently Stand Alone. Ha envisions course could be offered as supplemental instruction alongside a course in any discipline, to help students with terminology. Could be scheduled immediately following a credit course to target students. PSME rep asked for clarification regarding “matrices” in description—term used here to mean diagrams, templates, tables, etc. Ha offered to update description for clarity.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>25. Curriculum Process Proposal</p>	<p>Speaker: Andrew LaManque Following up on Kristy Lisle’s presentation at previous meeting, CCC team proposing a pilot to insert a Technical Review team early in the COR process. For pilot, team will consist of Campbell, Day, and LaManque. Goal is to see if issues can be caught earlier in the process to help Vanatta speed up her review; will see if/how this can help streamline curriculum process. Concern expressed regarding potential for bottleneck, considering the volume of courses. Campbell noted that if team is adopted post-pilot, different faculty will be involved; bottleneck already exists, at Vanatta’s end of the process. Campbell noted that Day already providing feedback and recommendations to faculty at her point in process. LaManque noted that CCC team will also be looking into revisiting the catalog process, which is another existing bottleneck. Comment from rep that volume of courses submitted during pilot could be very different than reality of submissions in the spring.</p>
<p>26. Evaluation of Stand Alone CORs through an Equity Lens</p>	<p>Speaker: Carolyn Holcroft Presentation of a framework that can be used with all curriculum. In the educational world, equity means parity in successful achievement of outcomes for all students. Consideration of all types of differences; shouldn’t be able to predict outcomes by demographic groups. Ultimate goal to get rid of barriers. In discussions about curriculum, ask: is the curriculum we’re discussing creating/increasing barriers, or tearing them down? Important to note that groups needing support can vary across campus, by discipline, by program, etc.—identification can help determine which data to consider. Presentation addresses curriculum at the course level, but curriculum also includes the program level, and policies and procedures at the college level.</p> <p>Holcroft asked the group to each write down five nouns to describe self. Examples: educator, warrior, partner, mom, human, librarian, artist, global citizen, mujer, student, liberal, athlete. Holcroft noted strong identity tied to profession. Acknowledging individual identities is an effective way to get rid of equity gaps. When students enter the classroom, we sometimes consider them to be just students, disregarding all other aspects of their</p>

	<p>identities, which can have a devastating impact on their learning. Positively responding and acknowledging identity can help with learning. As educators, we can respond through our individual relationships with students, avoiding microaggressions, eliminating stereotype threat. In curriculum, we can purposefully include multiple cultural perspectives; provide varied, authentic assessments; dispel stereotypes of discipline (to allow students to “see themselves” as the discipline).</p> <p>Holcroft asked the group to call out discipline-specific stereotypes. These are steeped in society and students are well aware, conscious or not, which can influence their decision to take a course in a specific discipline. Educators can interrupt this by reviewing case studies and scenarios used in class to see if they reinforce any stereotypes, require prior knowledge or understanding of societal references (that are outside of the course content), or include language which makes assumptions consistent with stereotypes or the dominant culture. Even if references appear to be innocent, can result in a student’s feeling left out. Fine line between making a connection with our students as people and making sure they don’t feel left out. Language Arts rep mentioned practice of asking students how skills learned during class can be applied in their community; asks students to bring examples from their community, so she can see how the content may be interpreted by others. Holcroft suggested reviewing course materials (e.g., images, handouts, websites) to see if they confirm stereotypes or address diversity. Regarding the COR, identify opportunities to mention major contributors to the discipline from diverse groups, and don’t just call out special units (e.g., black poets)—include those people in the whole.</p> <p>This information is in a nutshell; Holcroft always available to help faculty review their content and materials. Campbell suggested setting up a workshop, outside of CCC.</p>
27. Good of the Order	
28. Adjournment	3:33 PM

Attendees: Rachelle Campbell (Faculty Co-Chair), Sara Cooper (BH), Bernie Day (Articulation Officer), Lisa Eshman (guest—BH), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Katie Ha (guest—LA), Brenda Hanning (BH), Carolyn Holcroft (guest—Student Equity), Kurt Hueg (Dean, BSS), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Tiffany Rideaux (BSS), Ben Schwartzman (SRC), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta