

**College Curriculum Committee  
Meeting Minutes  
Tuesday, November 17, 2020  
2:00 p.m. – 3:30 p.m.  
Meeting held virtually via ConferZoom**

Item	Discussion
1. Minutes: November 3, 2020	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b>            SRC: Working on Distance Learning Addendum forms.</p> <p>PSME: Working on DL Addendum forms.</p> <p>Library: Leganto reading list pilot—contact rep if interested in participating.</p> <p>Language Arts: Working on DL Addendum forms. Ethnic Studies steering committee developing curriculum—plan to submit for CSU GE Areas D &amp; F. If faculty are interested in being involved, reach out to steering committee as soon as possible.</p> <p>Kinesiology: Working on DL Addendum forms.</p> <p>Fine Arts: Working on DL Addendum forms.</p> <p>Counseling: No updates to report.</p> <p>BSS: Working on DL Addendum forms.</p> <p>Bio Health: Working on DL Addendum forms. Creating new Community Health Worker program.</p> <p>Apprenticeship: Working on DL Addendum forms.</p> <p>Vanatta mentioned confusion from some divisions regarding first batch of DL Addendum submissions; clarified not all courses need submitted at this time, only those scheduled for winter 2021 that do not have prior DL approval. If you're unsure if a course needs to be submitted, email Vanatta.</p>
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. New Course Proposals  b. ASCCC Fall Plenary Update  c. CCC Website Changes	<p><b>Speakers: CCC Team</b>            The following proposals were presented: ETHN 51, 52, 53, 54, 55. Please share with your constituents.</p> <p>Final adopted resolutions list from plenary. Kuehnl noted particular topics discussed at joint Academic Senate meeting with De Anza: 3.01 Support the Anti-Racism Pledge; 9.03 Ethnic Studies Graduation Requirement; 9.04 Clarify and Strengthen the Ethnic Studies General Education Requirement. Gilstrap noted 9.03 &amp; 9.04 suggest we will need to have Ethnic Studies graduation requirement for students starting in fall 2021; asked if this means we will need to add ES requirement to Foothill GE. D. Lee noted ES steering committee planning to apply for Foothill GE Humanities and US Cultures &amp; Communities areas. Kuehnl clarified question is whether we will need to add separate ES area/requirement to Foothill GE. Language Arts rep believes this is unclear—asked if Kuehnl could follow up for clarification; Kuehnl will follow up with AS President Kathryn Maurer (attended plenary).</p> <p>Vanatta shared changes: two pages (Forms, Guides &amp; Flow Charts; Foothill</p>

<p>d. Communication Studies CA Approvals</p> <p>e. CSU GE &amp; IGETC Deadline</p> <p>f. COR Exception Process (Fast-tracking) Clarification</p>	<p>&amp; Other Resource Links) replaced with one new page, Curriculum Process Resources—includes all info about course and program creation processes. Previous pages will redirect. New CourseLeaf Resources page.</p> <p>Vanatta shared that the CCCCCO has approved the Communication Studies I &amp; II Certificates of Achievement!</p> <p>Gilstrap reminded the group of the upcoming Dec. 1 deadline for CSU GE &amp; IGETC submissions. Exception is new CSU GE Area F—Feb. deadline.</p> <p>Kuehnl reminded the group of our process to request deadline exceptions (was attached to agenda). Hueg noted there are reasons to request exceptions but also noted that our regular process exists for a reason; there does need to be a rationale. Vanatta noted uniqueness of recent situation, being in between COR systems, but reminded reps that request should not be submitted until COR has been submitted to her (Review1 status).</p>
<p>5. New Subject Code: ETHN</p>	<p><b>Speaker: Eric Kuehnl</b> Language Arts has approved the creation of a new subject code of ETHN (Ethnic Studies). This code will go into effect for the 2021-22 catalog.</p>
<p>6. New Program Application: Basic Pharmacy Technician CA</p>	<p><b>Speaker: Eric Kuehnl</b> First read of new Basic Pharmacy Technician Certificate of Achievement.</p> <p>PSME rep asked general question regarding process, expressing specific concerns related to this Feedback Form and exchange between faculty and Equity &amp; Education. Noted faculty must have spent hours responding to E&amp;E's questions; concerned that faculty felt they had to justify program in this way. D. Lee believes there needs to be a way for new programs to be reviewed and for feedback to be given. Hueg noted concerns with Feedback Form have been posed numerous times, in various forums; point of form is to notify governance groups that programs are being created. Agreed that formal discussion needs to occur regarding Feedback Form, to gain clarity. PSME rep believes this example (of faculty feeling they must spend hours to respond to questions) does not reflect well on this part of the program creation process. Hueg noted governance groups do not approve curriculum and cannot stop new programs coming to CCC. Believes good to create spaces for dialogue and questions, but faculty should not feel put on the spot to justify new programs to those groups. Agreed with need for clarity on this part of the process.</p> <p>Language Arts rep noted spirit of process is for governance groups to provide feedback related to areas of expertise; when process was created, insistence was that groups' feedback unrelated to any approval. Kuehnl believes Feedback Form is clear that groups are not approving/rejecting programs; suggested this is more of an opportunity to clear things up regarding purpose of the form. Ong noted would be helpful for each group to provide details on their own process for review and feedback; each group does things differently, which can be confusing for faculty.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. New Program Application: Pharmacy Assistant (Aide/Clerk) CA</p>	<p><b>Speaker: Eric Kuehnl</b> First read of new Pharmacy Assistant (Aide/Clerk) Certificate of Achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. New Program Application: Air Conditioning Mechanic CA</p>	<p><b>Speaker: Eric Kuehnl</b> First read of new Air Conditioning Mechanic Certificate of Achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>

<p>9. New Program Application: Test, Adjust, and Balancing (TAB) Technician CA</p>	<p><b>Speaker: Eric Kuehnl</b>            First read of new Test, Adjust, and Balancing (TAB) Technician Certificate of Achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. Credit for Prior Learning</p>	<p><b>Speaker: Eric Kuehnl</b>            Continuation of discussion from previous meeting, regarding awarding of credit for experience outside of the classroom, and related CCCCCO mandate. Gilstrap mentioned Credit for Prior Learning (CPL) will not initially be helpful for students in terms of transfer, as UC and CSU not currently planning to accept new types of CPL. Noted that CPL must be annotated on student's transcript when used. Suggested we begin with CTE and/or non-transferable courses before moving on to transferable courses. Clarified that UC and CSU will still accept AP, IB, and credit by exam, but no additional CPL types. Ong asked Gilstrap about courses, like ACTG 1A, which are both CTE and transferable—Gilstrap noted importance of counselors' conversations with students, in such situations. If student not at all interested in transferring, CPL could be a good route, but if there is any interest in transferring, CPL should not be used for such a course. Kuehnl asked for clarification, regarding credit by exam—Gilstrap noted that nothing has changed; our current policy is still valid. New aspects of CPL are things such as industry certifications, portfolio review, etc.</p> <p>PSME rep agreed with Gilstrap's suggestion to start with CTE and non-transferable courses, noting C S courses could apply. Counseling rep mentioned that many CTE courses are CSU transferable, which complicates things; Gilstrap agreed will be a challenge and will heavily rely on counselors to advise students.</p> <p>Kuehnl mentioned discussions at Academic Senate about interest level in divisions, noting very few courses currently offered as credit by exam. Questions have been posed regarding faculty compensation; putting that aside, asked reps for gauge of interest level among faculty. Noted concern regarding portfolio review-based courses, and need to develop rubrics for such review. Believes could be implemented well for MTEC courses, both those with final exams and using portfolio review method. Fine Arts rep believes students would be interested in portfolio review method (e.g., self-taught); echoed need to create rubric and believes portfolio review would be time-consuming and require compensation. Counseling rep mentioned current processes for academic renewal and replacement of substandard grades—student must confirm on form that certain transfer institutions may not accept courses using this process. Similarly, form/process for CPL can clearly indicate to student that course may not be transferable, not only to UC/CSU but potentially any transfer institution.</p> <p>Other Fine Arts rep mentioned Guided Pathways, particularly loss of momentum, and need to meld industry skills with curriculum. Believes if students can see connection between their skills and what they're learning in classroom, can help prevent some loss of momentum. Sees crossover between equity work, Guided Pathways, and curriculum. Believes CPL can help address certain achievement gaps. Mentioned Education Revolution and need to understand entire spectrum of students, not just those who want to go on to obtain a bachelor degree or even an associate degree.</p> <p>Kuehnl noted many questions will need to be addressed, regarding which depts. this will work best for, compensation for faculty, best way to address students' questions (Counseling and discipline faculty). Will likely bring topic back for further discussion; some aspects need to wait for action by other groups before discussion at CCC will be useful. Mentioned attachments to</p>

	agenda, incl. FHDA district draft Administrative Procedures and Board Policy—Academic Senate has given their blessing.
11. Equity in our Curriculum	<p><b>Speaker: Eric Kuehnl</b>            Now that Ethnic Studies curriculum development is moving forward, Kuehnl would like to pivot and look at what CCC can do to address equity throughout our curriculum. Noted interest from both students and faculty. Thinking of using a survey to brainstorm ways to move forward with how to best address this; for example, adding equity as a mechanical part of the curriculum process, bringing in speaker(s) to address equity and decolonization of our existing curriculum.</p> <p>Fine Arts rep shared recent experience—received survey to review certain ART courses to see if they meet culturally-responsible teaching; recalls being asked to review course content, textbooks. Believes if the state is already thinking about improving courses in this regard, we should also be. Believes a basic survey to use to review courses would be very helpful. Suggested review be done at the dept. level, collaboratively, and not by individual faculty. Bio Health rep noted working groups formed in Biology dept., to address GE courses, major courses, and some course series (groups open to all faculty in dept., including part-time); reviewing complete CORs to discuss what changes can be made. Approach has been very helpful in identifying changes. Noted dept. chair has deep understanding of these issues, which has been very helpful. Kuehnl asked if chair might be open to speaking at upcoming CCC meeting—rep will reach out. Rep noted open letter from students—helped drive dept.'s interest in reviewing CORs.</p> <p>Other Fine Arts rep mentioned Gladeo and Handshake—similar to LinkedIn, presenting career stories from people of color. Mentioned recognizing different learning styles, and brainstorming how to present course material in different ways, not just in linear, Euro-centric style. Acknowledged this will be easier for certain disciplines than others, but believes that all depts. can explore. Mentioned short-term steps, such as bringing in diverse guest speakers to classes. Fong noted two different ways to discuss equity in curriculum: course content and pedagogical approach in teaching—valuable for CCC to consider both aspects.</p> <p>Kuehnl will distribute survey to help gauge interest/priority level of ideas; please reach out to him if you have ideas for items to include in survey. Will be an organic process, but survey will help create a starting point.</p>
12. Good of the Order	Hueg reminded everyone to attend a CourseLeaf training. Mentioned college-wide effort around Student Learning Outcomes (documentation and assessment); working with faculty to address. Noted we are required to document for mid-term report.
13. Adjournment	<b>3:26 PM</b>

**Attendees:** Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Zach Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean, FA & KA), Laurence Lew (BSS), Don Mac Neal (KA), Michelle McNeary (LA), Ché Meneses (FA), Abhiraj Muhar (ASFC President), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Lisa Schultheis (BH), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta