

**College Curriculum Committee  
Meeting Minutes  
Tuesday, May 3, 2022  
2:00 p.m. – 3:30 p.m.  
Room 4501; virtual option via Zoom**

Item	Discussion
1. Minutes: April 19, 2022	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b> The following divisions/members provided a report:</p> <p>Gilstrap attended a conference last week, which covered a number of recent pieces of legislation. AB 1111 (common course numbering system): CCCCO creating workgroup in September; by July 1, 2024, all colleges expected to take part in new system. AB 928 (single transfer GE pattern): colleges will be required to enroll students in an ADT pathway. Ethnic Studies graduation requirement: implemented planned for fall 2024; CCCCO taskforce has preliminary draft of core competencies, and FAQ; guidance memo coming out soon. Gilstrap still waiting on transfer GE results—might not receive until end of May.</p> <p>Fong asked for more information about AB 928 (ADT placement; possible implications for certain courses/programs)—Gilstrap responded that putting students ADT pathway is included in legislation, but students can opt out. Will need to reflect more re: which courses could be impacted. CCCCO noted that folks will be able to provide feedback re: AB 928 at upcoming Curriculum Institute. Fong concerned about impact on foreign language and communication studies courses—Gilstrap agreed these are a particular concern, as well as kinesiology. Believes new GE pattern planned to be capped at 34 units; CCCCO not sharing many details about plans for the pattern. Subramaniam asked if AB 928 prevents local GE patterns—Gilstrap responded no, will impact just transfer GE.</p> <p>PSME: making last-minute tweaks to curriculum sheets; working on Title 5 updates.</p>
3. Public Comment on Items Not on Agenda	Language Arts rep put out a call for facilitators for Research and Service Leadership Symposium (May 19th). Event will be livestreamed in the Library, so feel free to bring your students. PSME rep asked about other virtual attendance options—entire event will be on Zoom.
4. Announcements a. Notification of Proposed Requisites  b. New Certificate Approvals by CCCCO: Introduction to Sports Medicine, Network Computing  c. Curriculum Institute Conference (July 6-9— <a href="#">more info here</a> )  d. CCC Priorities for Remainder of Year	<p><b>Speakers: CCC Team</b></p> <p>New requisites for MATH 80 &amp; 280 (both new courses, with expected eff. term of fall 2022). PSME rep noted the language for the MATH 80 coreq (of MATH 280) might be adjusted to “for students who need extra support,” in order to remove the reference to the prereq listed on the course.</p> <p>The CCCCO has approved the new Introduction to Sports Medicine and Network Computing CAs!</p> <p>Reach out to Kuehnl if you have any questions or are interested in attending. Generally, the CCC Team attends.</p> <p>Only a few meetings left this year; CCC Team would like input from the group on what to agendize for remaining meetings. Additionally, Kuehnl will survey the group, in a few weeks, to help set priorities for next year.</p>
5. New Program Application: Infant and Toddler Development and Care CA	<p><b>Speaker: Eric Kuehnl</b> Second read of new Infant and Toddler Development and Care certificate of</p>

	<p>achievement. No comments.</p> <p>Motion to approve <b>M/S</b> (Armstrong, Meezan). <b>Approved.</b></p>
<p>6. New Program Application: Nanny, Child, and Family Studies CA</p>	<p><b>Speaker: Eric Kuehnl</b>                  Second read of new Nanny, Child, and Family Studies certificate of achievement. No comments.</p> <p>Motion to approve <b>M/S</b> (Campbell, Meezan). <b>Approved.</b></p>
<p>7. Request to Update AA/AS Degree Minimum Proficiency for Mathematics</p>	<p><b>Speaker: Eric Kuehnl</b>                  Second read of request by PSME division to update list of courses meeting minimum proficiency in mathematics, for Foothill AA/AS degrees. If approved, explicit course numbers will no longer be listed, and updated language will be, “College level math course at or above the level of Intermediate Algebra.” Would go into effect for the 2022-23 catalog. Vanatta asked if “college level” should be hyphenated—consensus is that it should be.</p> <p>Motion to approve <b>M/S</b> (Lee, Venkataraman). <b>Approved</b> (with hyphen added).</p>
<p>8. Stand Alone Approval Request: MATH 280</p>	<p><b>Speaker: Eric Kuehnl</b>                  First read of Stand Alone Approval Request for MATH 280. Will be permanently Stand Alone. Bio Health rep asked if existing support courses are also 200-level or if any are noncredit—both. Asked if noncredit version of this course will be created—Subramaniam said perhaps. PSME rep asked why existing support courses have both credit and noncredit versions—Subramaniam explained that noncredit provides no-cost option for students. When the support course for MATH 48A was created, Math dept. didn’t know that noncredit was an option; once English dept. created their noncredit support course, Math dept. decided to follow suit.</p> <p>BSS rep asked how noncredit affects faculty pay—Subramaniam noted that the support courses carry the same load factor as the credit version. Same with other types of mirrored credit/noncredit courses (e.g., EMT dept.). PSME rep asked if noncredit (vs. credit) is supposed to reflect specific aspects of the course (e.g., its content) and asked why the load is lower for regular noncredit courses if they can offer the same type of content as credit courses. Subramaniam noted that noncredit generally not graded. Fong concurred, and added that noncredit don’t have exams. Explained that Language Arts shifted to noncredit support courses due to repeatability. SRC rep mentioned that, when it comes to courses in their division, certain public programs require a course to be credit, whereas others require noncredit.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Equity in the COR</p>	<p><b>Speaker: Eric Kuehnl</b>                  Continuation of discussion from previous meetings, which began as brainstorming ways to add specific equity section to COR and has shifted to a more general discussion of equity and curriculum. Language Arts rep spoke about looking at the types of course materials, activities, and assessments listed on COR; suggested using an equity lens to look at the language used on COR. Kuehnl suggested adding equity-related guidance to help info within CourseLeaf; Language Arts rep suggested posting guidance on CCC website. Kuehnl wondered if an ad hoc group should be formed to create guidance documents—lukewarm reception from the group. Language Arts rep mentioned that recent joint retreat w/ LRC included discussion of Ethnic Studies, elements of which could be used as a starting point. Kuehnl agreed that an ad hoc group isn’t necessarily needed, but work will need to happen in order to create info/guidance—could be done during CCC meetings.</p>

	<p>PSME rep mentioned times during which guidance could be helpful, including Title 5 update cycle and new course proposal form. Suggested adding cues/language to new course proposal form to help jump-start faculty’s thinking. Kuehnl recalled that one example shared at previous meeting from a different college focused on course description, which is part of new course proposal. BSS rep suggested holding breakout sessions at future CCC meeting, with each group focusing on a COR section, to kick-start creation of info/guidance. Counseling rep asked if non-CCC members who might be interested in contributing could join—Kuehnl said yes, others are welcome to join! Other PSME rep recalled process, a few years ago, to use OER materials involved someone reviewing courses to identify potential for OER materials, and wondered if a similar review could be done by a person in the equity office (for example), as faculty are not necessarily experts on the topic—Kuehnl responded that this would be a big undertaking, and Vanatta noted there are approx. 500 CORs submitted each year.</p> <p>Fine Arts rep mentioned professional development, and suggested that some sort of training or background would be helpful before holding breakout sessions. Subramaniam believes it could be helpful to have a central body reviewing CORs. BSS rep attended workshop at which faculty members paired up and reviewed each other’s CORs, to get a set of fresh eyes on them; suggested this type of activity could help cultivate dialogue. Kuehnl agreed w/ Fine Arts rep re: need for professional development but believes breakout sessions could be useful even beforehand. CCC could bring in a facilitator, but breakout conversations might be helpful in a different way. BSS rep noted this is similar to the model faculty provide for students (moving out of the lecture space and into the conversation space). Bio Health rep agreed with the idea of breakout sessions, and believes that although folks might not see themselves as equity experts because they don’t know the “correct” lingo, we all are demonstrating equity on a daily basis; having conversations will bring everyone’s expertise together.</p> <p>PSME rep noted that writing/editing CORs with an equity lens is a skill that faculty aren’t trained in, and suggested making time at CCC for regular discussions of the COR, including reviewing examples; believes it would be helpful for reps to see examples from other divisions. Reps could then disseminate information within their divisions, to guide faculty. Language Arts rep mentioned Foothill’s equity plan, which could be used as a reference during CCC’s conversations. Kuehnl agreed and will include it in attachments for next meeting.</p>
<p>10. Scheduling of Stacked or Dual Modality Classes</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>Kathy Perino provided background—around 2018, enrollment began to decline significantly, at the same time as big budget cuts, and the district was being tight-fisted about class cancellations; faculty were afraid that too many cancellations could lead to their program being cut. Several faculty reached out to Faculty Association (FA) to ask if they could teach in either a stacked format or a dual modality format. Stacked means students are enrolled in different courses (of varying levels) but all meet together and are taught together; for example, intro, intermediate, and advanced level taught together. This allows for bundling of classes which, if offered individually, wouldn’t make enrollment. Not ideal, but this method has been used since back in the ‘80s. Dual modality means some of the students are taught face-to-face, with others (enrolled in the same class) taught using a different modality (e.g., asynchronous). This is helpful when there’s student demand for a face-to-face experience, but the class might not make enrollment if offered as face-to-face only. FA decided to sign-off on these options if faculty want to use them, but wanted a document to be drafted.</p>

	<p>In 2018, MOU was drafted—FA tried to contact as many faculty as possible, in order to capture all courses, but some might have been missed. Plan was to revisit in spring 2020, but COVID delayed the follow-up until now. Perino asked the reps to review the list of courses in their division on the MOU and follow up with those depts. for discussion—are any courses missing; are any listed which should not be taught using this format? Clarified that just because a course is listed, faculty not required to teach it as stackable/dual modality—merely gives the option for faculty to do so. Taking a course off the list means no faculty in that dept. believes it’s a good idea to be taught using that format.</p> <p>Fine Arts rep suggested division CCs review the list annually, and noted there have been examples of part-time faculty suggesting stackable classes without discussing with full-time faculty; asked if part-timers should be involved. Believes annual review necessary due to COR updates, etc. Perino agrees that discussion should occur at the division-level, with anyone who may teach the class involved, including part-timers. Plan is to discuss MOU during negotiations and sign off; reps should email Perino about any necessary changes. Suggested reps communicate changes with dean, so that discussions occur before MOU goes to negotiations table. PSME rep voiced concern that students might prefer a dual modality environment, which could affect faculty teaching the same course as single modality; students might not want to enroll in that section. Perino agreed that this is a concern, and noted that in some cases just one faculty teaches a specific course. Subramaniam added that usually just one section of the course would be offered, and that dual modality really only used when there’s a concern that the enrollment wouldn’t make if course offered as single modality. Also addressed Fine Arts rep’s suggestion that the list be discussed at division CC; believes it’s not a curriculum topic—Perino believes some faculty regard it as a curriculum topic, because there could be a curriculum-related reason for why a course might be inappropriate for stacked or dual modality.</p> <p>Other PSME rep asked if the list of courses on the MOU will include names of faculty willing to teach stacked/dual modality—Perino responded no, it’s just the list of courses. Fine Arts rep noted that depts. working on their fall schedules, and asked if list should be taken into consideration; also mentioned high-flex. Perino noted that high-flex not included on this list; responded that if dept. considering scheduling a course not on the list as stacked or dual modality to let her know, so it can be discussed and possibly added to the list. LRC rep mentioned example of LIBR 10 and 10H being taught together in the past—Perino responded that this counts as stacked (honors and non-honors taught together).</p> <p>Perino would like feedback from the depts./divisions within the next two weeks.</p>
<p>11. Good of the Order</p>	<p>Kuehnl noted that if CCC is not going to extend the resolution for virtual meetings, will need an in-person quorum at future meetings. Took an informal poll of how many voting members might be able to attend in-person at the next meeting—response possibly falls short of quorum. Discussion occurred re: what exactly constitutes a quorum. Group also discussed possibility of extending the resolution again at the next meeting.</p> <p>Perino mentioned having received some questions about the scheduling document that was agreed to for next year. If anyone unsure about how scheduling will work for their division, please reach out.</p>
<p>12. Adjournment</p>	<p><b>3:30 PM</b></p>

*Approved, May 17, 2022*

**Attendees:** Micaela Agyare (LRC), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Kurt Hueg (Interim VP Instruction), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (SRC), Allison Meezan (BSS), Ché Meneses (FA), Kathy Perino (PSME), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta