

**College Curriculum Committee
Meeting Minutes
Tuesday, January 16, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: November 28, 2023	Approved by consensus.
2. Report Out and Check-in	<p>Speaker: All Language Arts: Armerding taking over for Ulysses Acevedo as rep; no updates to report.</p> <p>Hueg shared he met w/ CCCCCO last month to discuss noncredit, particularly about offering mirrored noncredit courses to older adults (e.g., theatre, possibly language). Positive response from CCCCCO, who were excited we reached out; they've appointed a state-wide coordinator re: noncredit and are interested in helping us (and De Anza) offer noncredit to older adults. Note that De Anza has a new VPI. Hueg will be working w/ faculty, and noted there are models we can look at from other colleges. Prioritizing this work to hopefully begin offering new courses in fall quarter. Kaupp noted ALCB faculty have a lot of relevant experience and can offer help. Brannvall asked Hueg if there's a list of applicable depts.—Hueg responded, will email all divisions to gather interest. Mac Neil mentioned PHED faculty would be interested—Hueg responded, unfortunately, PE is excluded, per the state. Sarver asked if asynchronous classes were discussed, re: concerns about capturing positive attendance for noncredit—Hueg responded, not yet, but aware of issues re: positive attendance and has been looking into this topic. Ideally, new courses would help us serve our local population via in-person classes, but could also be offered online. Reed noted we already offer some mirrored noncredit and asked if there's a curriculum difference—Hueg responded, new courses would specifically be in the noncredit category of Courses for Older Adults.</p> <p>Fine Arts & Comm: No updates to report.</p> <p>LRC: Agyare shared that the Library has subscribed to the New York Times website; all students, faculty, and staff have access. Thanked folks for getting the word out about LIBR 10/H—50 students enrolled!</p> <p>SRC: Saroyan shared the DRC having an open house tomorrow!</p> <p>STEM: No updates to report.</p> <p>BSS: No updates to report.</p> <p>HSH: No updates to report.</p> <p>Counseling: No updates to report.</p> <p>Gilstrap shared that C-ID is looking for English faculty to participate in FDRG (faculty discipline review group), will send link to Language Arts reps to distribute. Shared that every ADT will need updated with the new CalGETC pattern; won't need to certify until spring/summer 2025, but will be starting work and contacting faculty soon.</p>

	<p>Vanatta shared the deadline for curriculum sheets for 2024-25: Friday, April 19; process/timeline will be similar to last year's. Also shared that new CourseLeaf programs module launching this week!</p> <p>Apprenticeship: Murphy shared working on Foothill GE applications for two additional degree programs. Allen shared the BS degree proposal has been resubmitted to the CCCCCO.</p> <p>Kinesiology & Athletics: Edwards and Mac Neil now serving as reps; no updates to report.</p>
<p>3. Public Comment on Items Not on Agenda</p>	<p>No comments.</p>
<p>4. Announcements a. Notification of Proposed Requisites b. ASCCC Fall Plenary Update</p>	<p>Speakers: CCC Team New corequisites for MATH 40A & NCBS 440A. Please share with your constituents.</p> <p>Packet of adopted resolutions was attached as info item.</p>
<p>5. New Certificate Application: Spanish</p>	<p>Speaker: Ben Kaupp Second read of new Spanish Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Sarver, Jackson Sandoval). Approved.</p>
<p>6. Degree Deactivation: Communication Studies ADT</p>	<p>Speaker: Ben Kaupp Second read of deactivation of Communication Studies ADT, which is being replaced by new 2.0 version. No comments.</p> <p>Motion to approve M/S (J. Fong, Gilstrap). Approved.</p>
<p>7. Stand Alone Application: NCBS 440A</p>	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for NCBS 440A. Will be permanently Stand Alone and used as coreq support for MATH 40A. Hueg clarified MATH 40A is Quantitative Reasoning; Parikh added, 40A is a general math course. Discussion occurred about the current prereq listed on MATH 40A. Cembellin explained MATH 40A already has credit support course, MATH 240A, and this is the noncredit mirrored version. Typically, support coreqs for MATH offered asynchronously. Connell asked if these support courses open to high school students who are struggling with math—Hueg responded, this is support for a transfer-level course. Cembellin noted MATH 40A is designed for students who are not in a STEM pathway, would be a good course for those students. Jackson Sandoval asked why students would choose MATH 40A over MATH 10 (Statistics)—Cembellin responded, many pathways require MATH 10, but if it's not required, students can use 40A as math option. Parikh added, 40A is much broader than statistics. Lee added, students in Allied Health programs tend to take 40A.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Stand Alone Application: THTR 49E</p>	<p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for THTR 49E. Will be permanently Stand Alone. Connell asked if students currently don't get credit for involvement in theatre productions—Vanatta noted, this is an additional course in an existing series. Parikh asked if each course in this series is different—Hueg responded, difference is in the mastery of the content. Parikh asked how this works, re: repeatability—Vanatta noted these included in course family, so there are repeatability limits. Kaupp noted slight differences in course descriptions between courses in the series; each focuses on different aspect of performance.</p> <p>Second read and possible action will occur at next meeting.</p>

9. Updating Foothill GE

Speaker: Evan Gilstrap

Gilstrap reminded the group of our conversation at previous CCC meeting, and the need to update Foothill GE in response to recent changes to Title 5 language outlining local GE pattern. Went over list of what needs to be discussed by CCC:

- Lifelong Learning—new Title 5 language doesn't require. Do we include it in GE pattern, make it a graduation requirement, etc.? If we include it, how many units are required?
- Area 2 (Mathematical Concepts & Quantitative Reasoning)—currently, MATH courses in Communication & Analytical Thinking; do we automatically move them all over to new Area 2, or require faculty to fill out application?
- Area 5 (Natural Sciences)—new Title 5 language doesn't specify lab requirement; do we want to require a lab or not?
- Area 6 (Ethnic Studies)—do we automatically allow courses approved for CalGETC Ethnic Studies area to be included?
- What process will we use to move courses currently approved for Foothill GE to new pattern?
- What changes need to be made to GE application forms? Brand-new forms needed for new Area 2 & Area 6, and forms for other areas may need updates.

Gilstrap noted topic of students' catalog rights also needs discussed; for example, for students currently enrolled, what happens when Foothill GE changes put into place? Explained concept of continuous enrollment, re: catalog rights. Noted there will be a period when we're straddling two versions of Foothill GE (students w/ catalog rights may use old version; new students use new version). Brannvall asked how these changes affect Guided Pathways—Gilstrap responded, Program Maps will need to be updated. Noted the state still has yet to distribute any implementation guidelines or timeline to the colleges. Brannvall asked Counseling reps what information is communicated to students re: catalog rights—Jackson Sandoval responded, topic has come up a lot, recently, due to changes around Ethnic Studies for transfer GE. Saroyan shared has conversations w/ students to figure out which catalog edition best for them, as students have option to use GE pattern from any catalog published while they've been a student (as long as they meet continuous enrollment). Brannvall gets a lot of questions from students about requirements, especially when a course has been deactivated—Lee responded, best to direct students to counselors with these types of questions. Lee mentioned our catalog does a good job of concisely defining catalog rights and continuous enrollment.

Starer asked if changes will result in net increase or decrease in GE pattern units, noting many students use GE pattern as significant portion of units for their degree. Gilstrap noted Foothill GE is already unit-heavy, so while changes may result in an increase, possibly not by much, if at all. Pointed out comparison of current Foothill GE to new requirements lists both as 30-35 total units, depending on which courses the student selects. Murphy asked for clarification re: students having the choice of which catalog edition to use for GE requirements—Gilstrap responded, as long as student maintains continuous enrollment, they have option to select any GE requirements listed in the catalogs published since they started.

Jackson Sandoval asked who will make the final decision on these questions—Gilstrap believes CCC has the purview to make these decisions, as we represent the faculty. Jackson Sandoval commented on Lifelong Learning, stressing its importance, especially considering

the current mental health crisis affecting students. Acknowledged that students can take these courses as elective units, but believes it's worthwhile to include in GE. Also acknowledged this would mean higher total units for GE. Brannvall asked if Lifelong Learning could be included as optional GE area—Gilstrap thinks if it's optional, majority of students won't do it.

Parikh noted Foothill GE doesn't apply to transfer degrees but does apply to local degrees; there is no Engineering ADT and probably never will be, so those students are working on local AS degree. Concerned that adding extra requirements could result in these students not completing AS degree before they transfer. Parikh also noted that not requiring Lifelong Learning courses doesn't mean they need to stop being offered. Asked if research has been done to find out if students are taking Lifelong Learning courses outside of GE—Gilstrap responded, spoke w/ Institutional Research (IR) folks about a few questions, including how many units students typically complete for Foothill GE. Was told the number of local degrees awarded is so low, this info would not be significant. Also asked if we can see if transfer students are taking Lifelong Learning courses, and was told cannot predict a reason as to why a transfer student would take one of these courses. Parikh questioned why IR can't get this info, and Gilstrap suggested he could ask for clarification on their response. Hueg believes IR saying this is not a statistically significant number, and Hueg believes not worth the work to try to figure this out. Also noted the state is funneling students into ADT pathways, starting this fall. Parikh asked how this will affect Engineering students, as there's no Engineering ADT—Gilstrap responded, they won't be put into an ADT pathway, not to worry.

Agyare noted LIBR 10 is in Lifelong Learning but also UC transferable, so course will still be attractive to students. Asked if course could be listed in a different GE area, if we get rid of Lifelong Learning—Gilstrap responded, technically, yes, if CCC approves. Hueg wonders if we could offer a noncredit version of LIBR 10, which could help encourage students to take it. Believes students will still want to take PHED courses, even if they don't count toward degree requirements. Noted the point of these changes by the state is to reduce time and cost for students to get a degree; doesn't mean we cannot offer these courses.

Starer suggested this is a good opportunity to create a time-delimited workgroup to discuss topic and bring suggestions to CCC. Suggested folks consider the following: what if we designed a local degree around the student, instead of around specific disciplines? What if we consider general education as a whole, instead of siloed notions of discipline? Mentioned discussions in Language Arts re: makerspaces; V. Fong added, division has been discussing teaching and learning around the theme of student experience, including thinking of students and instructors as co-participants in the learning environment and experience. Starer suggested we consider GE by centering the student within in the experience, as opposed to thinking of the GE areas as discipline-specific. V. Fong mentioned recent discussions about ILOs (Institutional Learning Outcomes) touched on our tendency to think that specific skills/topics (e.g., communication), reside in or are the purview of certain disciplines, but these skills/topics are relevant to every discipline across campus.

Brannvall shared she offers a lot of optional, not required, opportunities for students, and they do choose to participate; doesn't agree that

	<p>optional necessarily means student won't take it. Jackson Sandoval asked if there will be student voice in making these decisions—Kaupp responded, this is a very good point and there should be. Noted CCC will be making recommendations on decisions, likely gathering input from Academic Senate, Faculty Association, and student reps. Hueg clarified, CCC will be making the decisions. Kaupp noted has received questions from other colleges about our plans, especially re: Lifelong Learning. Gets the impression that colleges want to keep Lifelong Learning, but everyone realizes that those who get rid of it will offer a faster route for students. Kaupp agrees there is need for Lifelong Learning, beyond just taking it to get a degree, adding it's tied to Foothill's mission statement.</p> <p>Kaupp noted appreciation of how long today's discussion has lasted and encouraged reps to bring topic to their constituents; Kaupp and Gilstrap happy to join division discussions. Also mentioned upcoming conversation with Academic Senate President Voltaire Villanueva re: AB 1111 (Common Course Numbering) and CCC's role in implementation. Hueg asked about timeline for these decisions—Gilstrap responded, some colleges pushing for fall 2024, but we're probably looking at fall 2025. Parikh noted reps discussed Natural Sciences lab requirement w/ relevant faculty; faculty don't believe removing requirement will affect the courses very much, and concerned keeping it could turn students off from Foothill. STEM division consensus is to not require lab for Natural Sciences area.</p>
10. Best Practices for Equitable COR Updates	<p>Speaker: Ben Kaupp Topic delayed to future meeting, due to time constraint.</p>
11. Good of the Order	
12. Adjournment	3:30 PM

Attendees: Micaela Agyare* (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Cynthia Brannvall* (FAC), Zach Cembellin* (Dean, STEM), Sam Connell* (BSS), Cathy Draper* (HSH), Angie Dupree* (BSS), Kelly Edwards (KA), Jordan Fong* (FAC), Valerie Fong* (Dean, LA), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval* (CNSL), Ben Kaupp* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Brian Murphy (APPR), Sarah Parikh* (STEM), Eric Reed (LRC), Richard Saroyan* (SRC), Amy Sarver* (LA), Paul Starer (APPR), Kyle Taylor* (STEM), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta