

**College Curriculum Committee**  
**Meeting Minutes**  
**Tuesday, June 9, 2020**  
**2:30 p.m. – 3:30 p.m.**  
**Meeting held virtually via ConferZoom**

Item	Discussion
1. Resolution to Remove Honors Prerequisite Language	<p><b>Speaker: Eric Kuehnl</b> First read of Resolution to Remove Honors Program Prerequisite Language. Kuehnl thanked the group for attending this additional meeting. Expressed hope that the group would suspend rule requiring two reads and pass resolution today. Mentioned Scott Lankford's presentation at the previous meeting; group again thanked Lankford. Thanks also to Susie Huerta, Debbie Lee, and Voltaire Villanueva, for their hard work and dedication to this issue.</p> <p>Motion to suspend rule requiring two reads <b>M/S</b> (Francisco, Meneses &amp; Serna). <b>Approved.</b></p> <p>Motion to approve <b>M/S</b> (Serna, Venkataraman). <b>Approved.</b></p>
2. Update Distance Learning Application	<p><b>Speaker: Eric Kuehnl</b> Continuing discussion from previous meeting. Attachments include draft Distance Education addendum from Ohlone College and draft of suggested update to our current DE addendum created by Bio Health and PSME faculty. Kuehnl suggested two ways of proceeding: 1) quickly, to respond to emergency considerations; 2) more comprehensively, to incorporate Title 5 changes discussed at previous meeting.</p> <p>PSME rep described collaboration with Bio Health division, noting different perspectives from, for example, faculty teaching hands-on labs which "cannot be taught virtually" (per the faculty). Noted that faculty consider a lot of grey areas in DE decision-making and discussions, and that collaborating with different division helped gain perspective. Faculty really want the ability to document that they would teach virtually only in emergency situations—very important to include on DE addendum. Would make decisions much easier, going forward; could even be a factor for winter 2021 quarter, if we still need to be teaching virtually.</p> <p>PSME rep noted they have not yet had time to address the full addendum, e.g., methods of contact. Asked for support from CCC that their suggested changes be considered and supported, going forward. Bio Health rep said faculty from many programs asked to include options for cancellation, due to concerns with outside accrediting bodies—would like a document they can use to show they have ways to deal with emergencies but are not normally teaching the course online. Mentioned concerns re: articulation/transfer and that DE addendum could help provide support. Also noted some faculty are finding they have been able to successfully teach online and are submitting DE apps at this time.</p> <p>Kuehnl noted that, come January, we will need courses to be approved to be taught virtually in order to do so, even in emergency situations. Dean Debbie Lee acknowledged need to make distinctions re: emergency approval only, but mentioned concerns from faculty in situations during which we're not in an emergency but they want to teach online because of health concerns. Worried that emergency-only approval would not apply to such situations. Kuehnl believes this would be more of a legal issue and larger than CCC policy; would be a question of trying to give alternate</p>

assignments to faculty in those situations so they don't have to be on campus. Noted he has spoken with Kristy Lisle, VP of Instruction, and those in legal community—believes assignment cannot be taken away and college would have to allow class to be taught online if faculty's health at risk. Again, more related to legal issues and employee rights, which trump this sort of discussion and policy. Noted there will inevitably be outliers and CCC's focus is more on the general policy to encompass most situations.

BSS rep asked for explanation re: hybrid-only in state of emergency (on PSME/Bio Health draft); how could hybrid be used if campus closed? Bio Health rep explained that, for some programs (e.g., Vet Tech), lecture can be taught online but lab component cannot, as opposed to some labs that can be taught online, even if not ideal. This option is tied to the need to find a way for students/faculty/staff to safely be on campus in certain special situations, e.g., surgical labs for animals. Pointed out cancellation clause if hybrid not possible. Noted cohort model of such programs, which better allows for classes to be rescheduled if one needs to be postponed. Subramaniam noted division currently cannot schedule such classes because they aren't allowed to be on campus, but work must be done physically. BSS rep thanked Bio Health rep for explanation and suggested wording be edited for more clarity.

BSS rep asked about incorporating ADA compliance aspects now required by Title 5. Noted distinction between courses (in general) and classes (instructor-specific) re: accessibility training. Kuehnl suggested agreed with importance of accessibility and Canvas training. Fine Arts rep mentioned feedback from faculty in division, that accessibility be separate from DE addendum—still required, but separate. Kuehnl noted this falls into course/class distinction, since DE addendum is for the COR, which is the course, and not individual sections. BSS rep suggested including on the addendum that all faculty teaching the course be required to complete training (incl. accessibility), which would be provided by the college. Noted difficult to track on class-to-class basis.

PSME rep suggested that our update to the addendum be comprehensive and ensure compliance with Title 5. Suggested adding info re: student-to-student contact, also now required by Title 5. Fine Arts rep noted distinction between faculty receiving accessibility training and course itself being accessible (e.g., materials used). Lee noted that Canvas training already required for faculty teaching hybrid/online, per faculty agreement; question is whether accessibility is part of such training. Mentioned possible situation in which faculty receives Canvas training elsewhere—would need to ensure accessibility included in such training. Hueg noted currently not much being done to ensure courses/classes are accessible—generally left up to faculty. Starer echoed BSS rep's suggestion to explicitly include accessibility training requirement on addendum. Noted resource demand re: checking every class to ensure materials are accessible. Kuehnl noted our current Canvas training includes accessibility module, but unsure of the specifics.

PSME rep asked for general sense of whether the group agrees with adding different options in cases of emergency—would like to bring feedback to concerned faculty. Kuehnl has heard strong support for adding emergency-only designation, which is also what the state Chancellor's Office is asking colleges to do. Would like further discussion regarding cancellation aspect; noted he has heard questions about impact on students (e.g., do they receive incompletes?) and faculty compensation. Starer stated faculty pay is a negotiated item, and believes that CCC concerns are more curricular than related to pay and budget. PSME rep agreed that administration would need to handle pay and other issues, and

	<p>that faculty opinion on whether or not a class needs to be cancelled (e.g., Vet Tech labs) is a curricular issue. Subramaniam noted Foothill already using incomplete and in-progress grading options, in such situations. BSS rep asked Kinesiology rep how faculty are handling PE classes—division has had extensive discussions on which classes can be taught virtually; rep has also discussed with faculty state-wide. Some beginning-level classes can be taught online, but generally not intermediate or advanced.</p> <p>Kuehnl noted that new DE addendum will be top priority in the fall.</p>
<p>3. Revisiting Local Policy Requiring “C” Grade or Better for Major Courses</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>Continuing discussion from previous meeting. Counseling rep provided update re: discussions within division. Noted that CSU has adopted consistent rules for all campuses, but policies still vary for private universities and UC campuses. Policies are temporary. Graduate and professional schools do not accept Pass/No Pass. Some schools translate Pass grades as 2.0 for GPA scale (equiv. to C grade), which can negatively impact students. Noted we serve not only transfer students but also those who do not intend to transfer, e.g., CPA licensure program. Would be good to know which majors are considering allowing P/NP grades. Kuehnl asked if generally counselors are in support of revising the policy—rep believes that opinions are mixed.</p> <p>Bio Health rep asked if Pass means a C grade—Gilstrap noted that Pass equals a C grade or higher but that our course catalog does not explicitly state this. Re: transferability, would be problematic to allow Pass grades, but acknowledged that not all Foothill students need or want to transfer. Noted there would need to be a lot of work done by counselors to ensure students understand implications of taking a major course for P/NP, if policy revised to allow it. Counseling rep also noted that students do change majors, and could be an issue if their initial major allows P/NP but they change to one that does not.</p> <p>PSME rep asked what happens if a student takes a class for P/NP, but transfer school requires a letter grade, noting faculty submit letter grades for all students (which are converted for P/NP students)—are those records kept? Gilstrap noted we do currently have a process to handle this situation. Counseling rep stated that process is difficult, so we don't want this to become a regular occurrence for students. Counselors already strongly suggest to students to not take major courses P/NP, but not all students follow such guidance. Fine Arts rep noted nuances of individual students, suggesting a blanket policy could make things more problematic. Suggested more emphasis in information dissemination than policy, to allow students to make their own decisions. Kuehnl stated this was why he asked Counseling reps to bring discussion to their colleagues. Fine Arts rep noted connection to Guided Pathways, re: transfer and possible collaboration with other schools. Counseling rep mentioned example of certain students using P/NP for classes that don't transfer, and suggested there could be a different mindset at play for some students when considering grade options. Suggested group consider this nuance in future discussions on this topic.</p>
<p>4. Good of the Order</p>	
<p>5. Adjournment</p>	<p><b>3:33 PM</b></p>

**Attendees:** Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Stephanie Chan (LA), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Scott Lankford (LA), Debbie Lee (Acting Dean, FA & KA), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Katy Ripp (KA), Lisa Schultheis (BH), Lety Serna (CNSL), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta