

**College Curriculum Committee
Meeting Minutes
Tuesday, March 12, 2024
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: February 27, 2024	Motion to approve M/S (Draper, J. Fong). Approved.
2. Report Out and Check-in	<p>Speaker: All</p> <p>Articulation: Gilstrap shared TMC in Chicana/o/x Studies being worked on, as well as descriptors for such courses. Hueg asked if courses would meet the criteria for Ethnic Studies—Gilstrap responded, Ethnic Studies currently an umbrella, and Chicana/o/x Studies is within.</p> <p>Apprenticeship: Myres shared continuing to work on Foothill GE apps.</p> <p>BSS: No updates to report.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts & Comm: No updates to report.</p> <p>HSH: No updates to report.</p> <p>Kinesiology & Athletics: No updates to report.</p> <p>Language Arts: Armerding shared working on curriculum sheets and Title 5 updates. Division CC holding workshop for faculty to work on both, incl. consideration of how equity guidelines could also be applied to curriculum sheets.</p> <p>LRC: Agyare shared Library offering extended hours next two weeks; mentioned Library will be under construction from spring break through August, to create all-gender restrooms.</p> <p>STEM: Parikh shared working on Title 5 updates; Engineering dept. working on new programs.</p> <p>SRC: Saroyan shared recently finished final interviews for new dean!</p> <p>Vanatta shared CourseLeaf CAT now open for faculty to begin working on their curriculum sheets; emailed owners this morning. Also mentioned will soon create Outlook events for spring quarter CCC meetings and asked reps to email with any changes.</p>
3. Public Comment on Items Not on Agenda	Vanatta congratulated Brannvall on being awarded tenure (as well as Amy Sarver)! Everyone clapped!
4. Announcements a. New Course Proposals	<p>Speakers: CCC Team</p> <p>The following proposals were presented: ART 404A, 404B, 404C, 404D, 404E, 404I, 406, 419A, 419B, 419C, 419D, 419G, 420, 447A, 447B; MUS 402A, 402B, 402C. Brannvall shared has received a lot of questions about including “for older adults” in course titles, and about including graded items; noted assignments can increase student engagement. Hueg suggested discussing outside of CCC and can check in w/ CCCCO folks if guidance needed; noted generally noncredit not graded and assessments optional. V. Fong believes noncredit ESL courses could be used as model, noting students follow the same attendance policies and do the same work as those in credit versions.</p>

<p>b. CORs for Update 2025-26 (Title 5 list)</p>	<p>J. Fong noted CCCCCO folks said specific coding defines courses being for older adults, and additional info/language identifying courses as for older adults is local decision. Vanatta suggested CCC come up with recommended language to use in course titles and possibly in course descriptions; Hueg agreed. Connell noted lots of local area demand for such courses, not just from older adults, and wondered if including “for older adults” in title could impact interest. Parikh asked what constitutes an older adult—Kaupp responded, CCCCCO has stated it’s a local decision. Hueg noted even if we do define older adult, it wouldn’t be a restriction on enrollment. Kaupp agreed CCC needs to discuss both definition of older adult and how we want to market courses.</p> <p>Vanatta compiled list of courses that need to be reviewed/updated for the 2025-26 catalog; list was emailed to reps and deans on March 5. COR deadline for 2025-26, incl. Title 5 courses, is June 21. Gilstrap noted if any substantive changes planned for UC transferable courses, deadline is earlier—June 1. Parikh mentioned using new equity doc to help guide faculty in their COR updates; Vanatta will finalize ASAP once it’s approved.</p>
<p>5. Course Deactivation Exemption Requests</p>	<p>Speaker: Ben Kaupp List of courses not taught in four years was distributed via email on Jan. 31; divisions submitted requests to exempt courses, per Policy on Course Currency. Requests for the following courses were reviewed and voted on as a group, with the option to pull any course for individual discussion/vote: ACTG 1BH; ALCB 466, 468; ALTW 233; ANTH 2B, 67B; APPT 126, 190; APSM 123, 130, 131, 132, 133, 134, 155B; ART 15D; BUSI 19; CHLD 73; CNSL 87; C S 20A, 40A, 50C, 56B, 80A; EMS 200; ENGL 49; ESLL 248; GID 46, 47; HIST 54H; HORT 25, 90E, 91E; MATH 1BH, 1BHP, 44; NCEL 403A, 403B, 447; PHOT 22, 68C, 68E, 78B, 78C, 78D; R T 71, 201, 202; SOC 54H; SPAN 110, 111; THTR 7, 26.</p> <p>No discussion occurred regarding any specific requests.</p> <p>Motion to approve M/S (Reed, Parikh). Approved.</p>
<p>6. New Degree Proposal: Public Health ADT</p>	<p>Speaker: Ben Kaupp Proposal for new Public Health ADT. Gilstrap noted new descriptors have been created for courses (requiring resubmission), and this new ADT will replace the current Public Health Science ADT.</p> <p>Motion to approve M/S (Brannvall, Gilstrap). Approved.</p>
<p>7. New Certificate Proposal: Retail Operations Specialist</p>	<p>Speaker: Ben Kaupp Proposal for new Retail Operations Specialist Certificate of Achievement. Allen noted working in partnership w/ Goodwill Industries, launched new apprenticeship program last fall. Received grant last week to build a management pathway, and this cert. will hopefully be first step to associate degree. Hueg asked if courses already exist—Allen responded, created two new courses last year, plus collaborating w/ Business dept. Kaupp noted specifics tying cert. to Goodwill and asked about potential to expand, if needed—Allen responded, agreeing that keeping it broad is probably smart approach.</p> <p>Motion to approve M/S (Draper, J. Fong). Approved.</p>
<p>8. New Certificate Proposal: Cupertino Electric Journeyman Professional Development (noncredit)</p>	<p>Speaker: Ben Kaupp Proposal for new Cupertino Electric Journeyman Professional Development noncredit certificate. Allen mentioned plans to revisit title of cert., meeting w/ Cupertino Electric soon. Professional development</p>

	<p>required for industry, so they're looking to partner with us to provide courses.</p> <p>Motion to approve M/S (Gilstrap, J. Fong). Approved.</p>
<p>9. Best Practices for Equitable COR Updates: Equity in the COR - Why and How</p>	<p>Speaker: Ben Kaupp Second read of "Equity in the COR - Why and How" document. Minor update made to document since first read, to language re: Course Content. Parikh asked what today's goal is—Kaupp responded, approve document and discuss how to best distribute. Parikh shared feedback from Jeff Schinske, who is well-known researcher on equity in curriculum and was on sabbatical when Guiding Principles doc created last year, so unable to provide feedback. Parikh wonders if any of Schinske's suggestions could be incorporated into this doc, since we're not currently in the process of revising Guiding Principles.</p> <p>Schinske arrived, and Kaupp provided brief background of creation of Guiding Principles. Mentioned plans to create series of short videos on specific equity-related topics. Schinske shared he holds roles at state-wide level and noted certain things happening at state level relevant to CCC's equity work, incl. Common Course Numbering. Interested in participating in CCC's future efforts re: equity. Cormia mentioned recent discussions re: how to accommodate students who need "extra" attention for safety in Chemistry labs. Kaupp noted recent discussions on need to bring "doubly impacted" students into equity conversation. Brannvall curious to hear from Schinske before voting on doc; Schinske believes his feedback more related to Guiding Principles doc. Mentioned Course Content—not only do some courses contain high volume of trivial content, not retained by students, but volume may preclude inclusion of equity, because course is already so packed with content. Worthwhile for faculty to consider to what extent they're going beyond what is required (by C-ID, for example).</p> <p>Brannvall asked if it's even feasible for a college to completely redo or abandon canons when revising a course. Schinske agreed we must recognize the rules/guidelines imposed upon us and shared example of success—a few years ago made many changes to BIOL 40A/B/C to address equity, even though there were articulation-related concerns; able to maintain every articulation agreement! Parikh asked if reducing Course Content helpful just so equity can be incorporated—Schinske mentioned many decades of evidence show students leave STEM majors due to volume and pace of content in intro courses; students who make it through also find intro courses contain irrelevant content. This has also been found to be an issue in intro music theory courses, so not just related to STEM. Brannvall asked if this is the case for both lower and upper division courses and noted interest in maintaining rigor in courses, to ensure students will continue to be successful after they transfer. Schinske believes this raises questions about what students need to do to prepare and clarified this is not about reducing rigor but about content not being retained by students. Additionally, high volume can make it hard to focus on the more important aspects of a course.</p> <p>Parikh shared example of foundational, rigorous course she teaches, noting grading system based on essentiality of content; believes faculty are experts in their own spaces, and this approach could be applied to any course. Brannvall shared not interested in having her students memorize content but instead developing important skills, such as critical thinking, writing, research. Parikh suggested updating doc to add bullet on Course Content page: "additionally, volume and pace of</p>

	<p>Course Content can be a source of inequity and could be reconsidered.” Connell and Schinske agreed.</p> <p>Motion to approve with added bullet on Course Content page M/S (Parikh, Lee). Approved.</p> <p>Kaupp noted topic will continue to be discussed during spring quarter.</p>
<p>10. Resolution to Extend Student Graduation Petition Deadline</p>	<p>Speaker: Samuel Connell Second read of Resolution to Extend Student Graduation Petition Deadline, proposed by Connell. Connell asked if CCC has purview to influence these processes and deadlines, and what would happen if resolution passed; asked if study committee could be formed, at CCC or Academic Senate—Kaupp responded, CCC could make recommendations to Academic Senate but cannot directly make changes to these processes or deadlines. Kaupp believes first Resolved should be removed from document (based on insight shared during first read), but other three Resolved could be explored by a subcommittee. Gilstrap noted Counseling dept. does reach out to students re: graduation and wonders what would be studied by a subcommittee. Lee wonders if resolution is needed or if creation of a subcommittee would be more beneficial. Kaupp noted feedback from counselors that sometimes they spend more time doing behind-the-scenes work than counseling students and wonder if certain tasks could be automated. Believes there is some desire to streamline processes.</p> <p>Motion to create a subcommittee (approx. 5 participants) to discuss topic and return to CCC during spring quarter with recommendations on ideas M/S (Kaupp, Reed). Approved.</p> <p>Note that resolution was not voted on. Kaupp would like subcommittee to provide progress update to CCC by April 30.</p>
<p>11. GE Application: Area III: Sheet Metal Apprenticeship Program</p>	<p>Speaker: Ben Kaupp First read of GE application, which would approve Foothill GE Area III for students who complete the full major requirements for Sheet Metal, not one individual course. Kaupp reminded the group that the Apprenticeship folks have extended an invitation for site visits. Starer mentioned feedback from previous meeting incorporated when filling out this app and noted the division plans to use same format/approach for future apps; please let Apprenticeship folks know if any changes requested for future apps.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>12. College Curriculum Committee Report on Progress Regarding Local General Education Requirements</p>	<p>Speaker: Ben Kaupp First read of document, which outlines CCC’s recommendations for updating Foothill GE pattern for 2025-26 catalog. Final version will be forwarded to Academic Senate. Dupree commented that language in bullet 1c (re: Lifelong Learning) seems contradictory; Kaupp will revise wording, but clarified that CCC leaning toward removing Lifelong Learning requirement while being committed to finding ways of encouraging students to continue to take such courses. Gibbs strongly recommends keeping Lifelong Learning requirement. Kaupp shared he’s received a lot of feedback stressing the importance of helping students complete requirements quickly. Further discussion occurred re: wording of bullet 1c, and group came up with: “It is our suggestion to respond to ASCCC’s request by using marketing and other efforts to encourage students to continue to take these classes, despite them no longer being required.”</p> <p>Lee asked about plan to vote on actual changes to Foothill GE—Kaupp</p>

Approved, April 16, 2024

	<p>responded, this doc is a progress report to send to Academic Senate, and conversations will occur w/ De Anza in hopes to align local GE between both colleges. Unsure when actual voting will take place, but hopes by end of spring quarter. Gilstrap mentioned recent discussions with new Articulation Officer at De Anza; Allen thanked Gilstrap for his work to align our curriculum w/ De Anza.</p> <p>Motion to suspend two reads rule M/S (Lee, Parikh). Approved.</p> <p>Motion to approve document with update to wording in bullet 1c M/S (Brannvall, J. Fong). Approved. Kaupp will present recommendations at upcoming Academic Senate meeting.</p>
13. Good of the Order	<p>Cormia shared taking a class in humanizing STEM and believes faculty need to be very judicious re: what needs to be taught and which content is absolutely important, noting much has changed over the many decades since COR standards created.</p>
14. Adjournment	<p>3:28 PM</p>

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

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta