

Approved 12/4/08

FOOTHILL COLLEGE
College Curriculum Committee
Minutes
Tuesday, November 18, 2008
1:30– 4:00 p.m.

Attending: Rosemary Arca, Laureen Balducci, Bea Cashmore, Bernie Day, Kathleen Duncan, Marnie Francisco, Carolyn Holcroft-Burns, Marc Knobel, Peter Murray, Verley O’Neal, Simon Pennington, Barbara Shewfelt, Mary Thomas, Diane Uyeda, Bill Ziegenhorn, Larry Miller, Elizabeth Barkley, Theresa de la Cruz, Leti Serna, Duncan Graham, Kella Svetich, Phyllis Spargge, Kate Jordahl

Minutes Recorded by: Bill Ziegenhorn

1. Minutes:

Approval of minutes from November 4, 2008 meeting delayed until December 2 meeting

2. CSU LDTP Standards Announcement:

Carolyn Holcroft-Burns distributed a copy of an email memo from Gary Reichard and John Tarjan, the Executive Vice Chancellor of Academic Senate and Chief Academic Officer of California State University. The main message of the memo is that LDTP “be an additional transfer pathway, not the only pathway to transfer.” Bernie cautioned that this email was not necessarily the definitive position of CSU regarding LDTP. The topic of LDTP will be revisited at a future meeting.

3. Effective Online Contact Survey Update:

Kate Jordahl presented the results of the survey to date regarding effective online contact. Of the 300 Global Access users and additional faculty contacted via their CCC reps, 86 responded. Virtually all respondents either already uses or reaffirmed the value of each means of contact listed. A majority of respondents felt that 3, 4 or 5 days a week of teacher-student contact was optimal for an online course. 97% of respondents felt that there needed to be flexibility in required response times from faculty to students.

Carolyn Holcroft-Burns reasserted that the goal here is collecting and recommending best practices rather than mandating a specific type of contact. However, she reminded that we are state-mandated to document regular and effective contact in our separate approval process for distance learning courses.

At the suggestion of the chair, the CCC voted to close the online survey (Duncan moved/Thomas seconded: yea-unanimous /nay-0 /abstain-0)

Kate Jordahl and Duncan Graham volunteered to draft a document outlining best practices for regular and effective contact in distance ed courses based upon survey feedback. Carolyn has also opened an ETUDES project site for further discussion of the survey results and best practices. All CCC members will be active on the site as well as any other faculty interested in joining. Interested faculty should send ETUDES ID or email address to Carolyn. The site is titled FH PRJ CC CH.

4. Distance Education Approval Process:

Duncan Graham passed out an addendum sheet used by Long Beach CCD for their Distance Approval Process as a sample of what we might consider as a template for documentation of our separate approval process for distance ed courses. Discussion ensued over whether or not distance learning approval would be indicated on the course outline of record (CoR) and if so, where and how. There were conflicting concerns over distance learning being grounds for disarticulation of a course versus transparency of methods of instruction and delivery. Kate Jordahl and Duncan Graham offered to develop a list of the different options available, for future consideration at an upcoming meeting. These include (but are not limited to) a separate addendum for distance learning approval (i.e. NOT part of the course outline of record), a section on the course outline of record detailing online methods of instruction, and a box indicating that a college-wide distance learning standard (see item 3, above) has been met. This box may or may not be reflected on the printed version of the CoR, or it might appear only within the confines of the C3MS.

5. Non-Credit Curriculum Committee Update:

Carolyn noted the list of member on this committee and noted that four non-credit courses are coming forward as action items at the next noncredit curriculum committee meeting on November 25: in Parenting, NCP 400 Strong Start for Children, NCP 401 Nurturing Healthy Choices, NCP 402 Children and Family Resources, and in Tutoring, NCP 400 Rosetta Stone. In addition, many CTIS non-credit courses are being developed and proposed by the CTIS division faculty.

- Kathleen Duncan asked for confirmation that hiring preferences for non-credit and credit instructors is separate.
- Marnie Francisco requested notification of the agenda and minutes of non-credit committee meetings.
- Peter Murray voiced concern over the minimum qualifications for instructors teaching non-credit basic skills math courses.

6. Stand Alone Course Approval Process:

In anticipation that there will soon be a flood of courses requiring stand-alone approval, Carolyn asked the committee for feedback about what documentation

they would like to see (in addition to the course outline of record) when a course is brought for approval. In reviewing the document from the system office which outlined specific examples of courses that have previously been rejected for stand-alone approval, a recurring theme was failure to adhere to the college mission. Accordingly, Holcroft-Burns proposed that the committee might like to see a cover sheet attached to the CoR which would specifically address how that course serves the community college mission. CCC members were asked to deliberate about this and other information they think would be useful to have during the approval process.

7. Course Outline Information:

Bernie distributed several attachments giving many examples of types of assignments that have been accepted in other colleges' course outlines of record.

8. GE Breadth Requirements:

Carolyn agreed to chair a subcommittee to look at reviewing Foothill's GE Breadth requirements. The subcommittee would begin meeting in winter quarter. Kathleen and Leti Serna volunteered to participate. CCC reps were asked to solicit their constituents for more volunteers to serve on this subcommittee.

9. Division Curriculum Reports:

Each division discussed its curriculum review and approval process and relevant course changes.

Leti Serna and Kathleen Duncan discussed some potential advantages for students of offering an Associate's degree in Allied Health.

Graham responded to concerns over LINK courses by stressing that they would be brought into the CTIS curriculum process.

10. Advanced Placement Courses – Introduction:

Bernie noted the increased enrollment of high school students in Advanced Placement courses – 21% of students. Bernie also noted that successful AP exam scores count in various colleges and universities for units of credit, GE requirements, or course equivalency in a very erratic manner, and that the California Community College State Academic Senate has requested that colleges work to develop more consistent guidelines for awarding AP credit. She said that the CCC must develop a policy regarding approval of Advanced Placement exams for any of these areas. Each division will need to review its particular requirements for acceptance of Advanced Placement exam scores.