

**College Curriculum Committee  
Meeting Minutes  
Tuesday, February 17, 2026  
2:00 p.m. – 3:30 p.m.  
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: February 3, 2026	Motion to approve <b>M/S</b> (Taylor, Draper). <b>Approved.</b>
2. Report Out from CCC Members	<p><b>Speaker: All</b> Apprenticeship: No updates to report.</p> <p>BSS: Dupree provided update re: Certified Wellness Coaching (CWC) cert. being developed, noting recent info session. Sociology faculty Patricia Gibbs and BSS Dean Aaron Korngiebel were awarded a grant, which provides resources to colleges offering an associate degree in Social Work to fill gaps in curriculum to ensure the requirements for CWC cert. are included. Ultimately, students who earn the associate degree will also earn CWC cert. and be eligible for state certification. Current work involves faculty in Social Work, Sociology, Psychology, and Child Development depts. Reach out to Gibbs with any questions. Noted division also working on Courses not Taught in Four Years list.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts &amp; Comm.: Walgren mentioned proposals on today’s agenda; working on Courses not Taught in Four Years list.</p> <p>HSH: No updates to report.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: No updates to report.</p> <p>LRC: No updates to report.</p> <p>SRC: Kaupp shared working on Courses not Taught in Four Years list.</p> <p>STEM: Sinclair shared working on new corequisite support courses.</p> <p>Gilstrap shared still working on updating language re: catalog rights and continuous enrollment, and will likely bring to CCC a resolution related to GE, which particularly affects Allied Health students. Recently attended conference re: community college bachelor degrees which affirmed the equitable nature of our bachelor degree offerings. Mentioned state creating Data Science C-ID descriptors and TMC (for ADT)—will forward info to relevant faculty.</p> <p>Kaupp shared he’s finishing up creating shared OneDrive folder with updated Foothill GE application forms, to allow folks to review and provide feedback; Vanatta will include link in CCC Communiqué and Kaupp will announce at Academic Senate. Brannvall asked for clarification on the nature of feedback Kaupp is looking for—Kaupp responded, any and all feedback is welcome and will be used to inform final drafts, to be presented at CCC for final review and approval.</p>
3. Public Comment on Items Not on Agenda	No comments.

<p>4. Announcements  a. New Course Proposals</p> <p>b. Notification of Proposed Requisites</p> <p>c. Academic Senate Elections</p>	<p><b>Speakers: CCC Team</b>  The following proposals were presented: C S 31B, 47A; GID 444A, 461, 471; MATH 210C; NCBS 410C; PSYC 27. Cembellin explained C S 31B will be a bridge between existing C S 31A &amp; 48A, and will allow us to provide certification in the related field. C S 47A is survey course on artificial intelligence (AI) and focuses on how AI is used in variety of ways and across all disciplines; meant to appeal to all students, regardless of major, and will serve as intro course in forthcoming AS degree in AI. Walgren explained GID courses are CTE mirrored noncredit versions of existing credit courses. Sinclair explained MATH &amp; NCBS courses are support for STAT C1000, credit and noncredit options. Dupree explained PSYC 27 designed to fill gap in Psychology dept., to introduce research methods/strategies/skills to students studying counseling. Gilstrap asked if PSYC 27 related to CWC cert. — Dupree responded, doesn't believe so.</p> <p>New requisites for V T 83A &amp; 83B.</p> <p>Gilstrap announced elections being held for President, Secretary-Treasurer, and Part-time Faculty Rep; email with requirements sent last week to all full-time and part-time faculty. If interested, please apply! Kaupp noted release time offered for President and Secretary-Treasurer, and Part-time Faculty Rep receives stipend.</p>
<p>5. Division Curriculum Committees</p>	<p><b>Speaker: Ben Kaupp</b>  Document includes details about each division CC. Kaupp noted update since previous version, to HSH.</p> <p>Motion to approve <b>M/S</b> (Sinclair, Gilstrap). <b>Approved.</b></p>
<p>6. Stand Alone Application: APPT 121A</p>	<p><b>Speaker: Ben Kaupp</b>  Second read of Stand Alone application for APPT 121A.</p> <p><i>See item 9 for motion/approval details.</i></p>
<p>7. Stand Alone Application: APPT 128I</p>	<p><b>Speaker: Ben Kaupp</b>  Second read of Stand Alone application for APPT 128I.</p> <p><i>See item 9 for motion/approval details.</i></p>
<p>8. Stand Alone Applications: CWE 60A, 65A, 65B, 65C, 65D</p>	<p><b>Speaker: Ben Kaupp</b>  Second read of Stand Alone applications for CWE 60A, 65A, 65B, 65C &amp; 65D.</p> <p><i>See item 9 for motion/approval details.</i></p>
<p>9. Stand Alone Application: JRYM 100</p>	<p><b>Speaker: Ben Kaupp</b>  Second read of Stand Alone application for JRYM 100.</p> <p>Group agreed to vote on items 6-9 together.</p> <p>Motion to approve items 6-9 <b>M/S</b> (Brannvall, Dupree). <b>Approved.</b></p>
<p>10. Stand Alone Application: R T 473</p>	<p><b>Speaker: Ben Kaupp</b>  Second read of Stand Alone application for R T 473.</p> <p>Motion to approve <b>M/S</b> (Brannvall, Draper). <b>Approved.</b></p>
<p>11. New Certificate Proposal: Graphic and Interactive Design (noncredit)</p>	<p><b>Speaker: Ben Kaupp</b>  Proposal for new Graphic and Interactive Design noncredit certificate.</p> <p><i>See item 14 for comments and motion/approval details.</i></p>

<p>12. New Certificate Proposal: Graphic Design (noncredit)</p>	<p><b>Speaker: Ben Kaupp</b> Proposal for new Graphic Design noncredit certificate.</p> <p><i>See item 14 for comments and motion/approval details.</i></p>
<p>13. New Certificate Proposal: Illustration (noncredit)</p>	<p><b>Speaker: Ben Kaupp</b> Proposal for new Illustration noncredit certificate.</p> <p><i>See item 14 for comments and motion/approval details.</i></p>
<p>14. New Certificate Proposal: Visual Storytelling and Comic Arts (noncredit)</p>	<p><b>Speaker: Ben Kaupp</b> Proposal for new Visual Storytelling and Comic Arts noncredit certificate. Gilstrap noted these are noncredit versions of existing credit certs.</p> <p>Group agreed to vote on items 11-14 together.</p> <p>Motion to approve items 11-14 <b>M/S</b> (Brannvall, Kurisu). <b>Approved.</b></p>
<p>15. New Certificate Application: Spanish for Health Care Workers</p>	<p><b>Speaker: Ben Kaupp</b> First read of new Spanish for Health Care Workers Certificate of Achievement. Dworsky explained cert. addresses high demand for health care workers who have Spanish language skills. Mentioned late update to Core Courses, not reflected on attachment—SPAN 111 added as option for SPAN 110; Vanatta noted Narrative will be updated for second read. Draper commented on third Program Learning Outcome, noting many of the students earning cert. will not be prescribing treatment; wonders if outcomes are in alignment with the likely student population. Dworsky appreciates the comment and wonders if the faculty meant students will be able to articulate in Spanish a prescribed course of treatment, rather than actually prescribe it; will follow up with faculty. Draper noted HSH division CC meeting later this week and can discuss and follow up with feedback.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>16. Foothill GE Application Criteria: Area 6</p>	<p><b>Speaker: Ben Kaupp</b> Today's discussion is about Depth Criteria/Mapping for Area 6: Ethnic Studies. Kaupp noted Ethnic Studies area is new for this year, so current version of form was created from scratch.</p> <p>Brannvall mentioned issue related to Minimum Qualifications affecting which faculty may teach ETHN courses and wonders if Foothill GE can help address this. Gilstrap explained Ethnic Studies core competencies developed at the state level, which identify four autonomous disciplines: American Indian/Native American Studies, African American/Black Studies, Asian American Studies, and Chicana/o/x/Latina/o/x Studies. Statewide, there's been a push to use separate subject codes for each, rather than offering all courses in single Ethnic Studies code, and individual ADT templates were created for each discipline. Noted that although there is a lot of guidance from the state, UC, and CSU, Area 6 is the expertise of our Ethnic Studies faculty, so they should be involved in conversation. Noted that for a course to be approved for Cal-GETC Ethnic Studies it needs to meet just three of the five core competencies. Agyare asked if current Area 6 Depth Criteria based on these core competencies—Kaupp responded, no. Agyare asked if they should align—Gilstrap responded, that's our decision; noted he wanted to provide this info to inform the conversation, and again stressed that Ethnic Studies faculty be included.</p> <p>Kaupp shared he feels Area 6 form is the most in need of revision, since he wrote so much of it himself. While current form doesn't necessarily align with core competencies shared by Gilstrap, since it's</p>

for local GE there's no requirement for it to align. Brannvall strongly believes it should align, noting Ethnic Studies has its own methods which should be respected; shared that during state-wide Common Course Numbering meetings for Art History, a lot of discussion took place re: Ethnic Studies. White asked if Ethnic Studies faculty should attend CCC to discuss, noting they have been invited—Gilstrap and Brannvall believe would be very helpful. Kaupp offered to meet w/ Ethnic Studies faculty separately if they cannot attend CCC, noting it has been a hard fought discipline and wants to ensure they're included. Displayed aforementioned core competencies on screen, and Gilstrap suggested linking to them in CCC Communiqué. Kaupp noted we should keep in mind that we can write our local GE criteria in such a way that allows a wide range of courses to apply for a given area, or narrows down the types of courses eligible. Taylor suggested that if we do decide to align w/ state's core competencies, Ethnic Studies faculty could be presented with this proposition, for their feedback. Dworsky commented this could help make the process less onerous for them.

Kaupp determined the group's consensus is that no edits will be made to Area 6 form without Ethnic Studies faculty involvement, but encouraged today's discussion to continue. Sinclair commented criteria meant to define what a GE course should be for a particular area and expressed some concern related to allowing a non-Ethnic Studies course to satisfy Area 6 (i.e., course in a different dept.). Brannvall believes we should update GE forms (in general) based on a mix of tailoring them to what we want and something that's backed by data, and cautioned against using them as a means of retaliation to disallow certain courses from being approved.

Armerding commented that Ethnic Studies is not just course content or subject matter, it's a specific discipline that has its own methodology and framework, and wonders if we would run afoul of state regulations if we mandate that Area 6 courses be restricted to only certain subject codes, such as ETHN. Gilstrap responded, no, we wouldn't be violating any state requirements; also noted, from the webinars he's attended, subject code is the preferred method of Ethnic Studies faculty for identifying courses. Kaupp believes we should be mindful of future-proofing, noting the potential for changes to subject codes; also pointed out very specific language in state's core competencies re: Chicana/o/x and Latina/o/x doesn't include Chicane or Latine, and noted these terms are in flux. Gilstrap again reminded the group that we have a lot of freedom re: local GE, but in his opinion we should keep it closely aligned w/ Cal-GETC to help protect students who change from one to the other. Kaupp noted GE forms also used by students to petition for course substitution or to apply for courses taken at other colleges to satisfy Foothill GE.

Armerding commented on future-proofing, noting importance of ensuring CCC has a process to allow for updates to be made to GE forms. His preference is that the forms lean toward being stricter, rather than more permissive, with a process put in place for ease of updating by CCC when needed. Kaupp noted this applies to all of the forms, not just Area 6. Dworsky noted that even if we don't require Area 6 courses be in ETHN subject code, using the state's core competencies as written would restrict the types of courses which could be approved.

Kaupp thanked the group for the thoughtful discussion.

<p>17. Foothill GE Application Breadth Criteria and Breadth Mapping</p>	<p><b>Speaker: Ben Kaupp</b>                  Second read of updated Foothill GE Breadth Criteria and Breadth Mapping, which will be included on all Foothill GE application forms. Draft has been updated based on feedback during first read and presents two potential options. First option builds on previous draft to prompt for one short essay-style response, and adds check-boxes for faculty to indicate which Institutional Learning Outcomes (ILOs) the course aligns with; second option also includes ILO check-boxes, but prompts for separate responses for each ILO selected.</p> <p>Draper prefers second option, believing it better holds faculty accountable by requiring they specifically address each ILO. Gilstrap asked if second option asking for narrative response or copy/paste from COR—Kaupp prefers steering away from copy/paste but noted it's the group's decision, and believes would be helpful to ask faculty to include examples from COR along with narrative response.</p> <p>Agyare recommended changing "Information and/or Digital Tools" to "Information and/or Digital Literacy"—no argument against from the group. Dupree noted reviewed draft from perspective of both faculty member applying and CCC member reviewing application, and wonders if it might be helpful for both parties for forms to refer directly to ILOs' measurable outcomes [attachment 28]—Vanatta noted final version of forms can include link to full text of ILOs. Agyare wonders if necessary/repetitive to include Information and/or Digital Literacy separately, as this is already integrated into the four ILOs. Kaupp agrees it is an outlier and suggested that instead of including it as its own check-box, forms include a note that ILO-specific responses are expected to also address this topic.</p> <p>Kaupp noted not hearing much support for first option—group agreed. Kaupp believes suggestion is to use second option and change Information and/or Digital Literacy from its own check-box/response to being included in responses to all ILOs. Asked if ~250 words should be total or for each ILO response—most agreed, each. Kaupp asked for thoughts re: copy/paste from COR—Agyare responded, it's fine as long as faculty also describe narratively how course supports ILOs; Walgren and Gilstrap agreed. Allen asked for clarification that this will be used for degree programs applying for Foothill GE, as well—Kaupp responded, yes. Kaupp asked if copy/paste or examples could come from somewhere other than COR (e.g., syllabi)—group consensus is no, should come from COR; one member commented that syllabi not always publicly available. Gilstrap asked Allen if ~250 words enough for responses related to degree programs—Allen responded, believes so.</p> <p>Kaupp asked the group for thoughts on the Step 2 instructions—Dupree likes them, believes they allow for flexibility. Gilstrap asked for clarification re: "what students do" (#1)—Kaupp responded, he's open to suggestions for re-wording. Dupree suggested getting rid of parenthetical language in #1 ("e.g., analyze X...") and adding "please refer to the measurable outcomes in this ILO document [with link to document]".</p> <p>Kaupp plans to incorporate of this feedback in an updated draft and asked the group if CCC could presumably have one more read, followed by vote at final meeting of winter quarter—group believes so.</p>
<p>18. Good of the Order</p>	
<p>19. Adjournment</p>	<p><b>3:28 PM</b></p>

*Approved, March 3, 2026*

**Attendees:** Micaela Agyare\* (LRC), Chris Allen\* (Dean, APPR), Ben Armerding (LA), Cynthia Brannvall\* (FAC), Rachelle Campbell (HSH), Zach Cembellin (Dean, STEM), Cathy Draper\* (HSH), Angie Dupree\* (BSS), Rachael Dworsky (LA), Kelly Edwards (KA), John Fox (BSS), Evan Gilstrap\* (Articulation Officer), Catrin Haberfield, Ron Herman (Dean, FAC), Maritza Jackson Sandoval (CNSL), Ben Kaupp\* (Faculty Co-Chair), Glenn Kurisu\* (HSH), Andy Lee (CNSL), Jennifer Sinclair\* (STEM), Kyle Taylor\* (STEM), Mary Vanatta\* (Curriculum Coordinator), Kristina Vennarucci (APPR), Judy Walgren\* (FAC), Sam White\* (LA)

*\* Indicates in-person attendance*

**Minutes Recorded by:** M. Vanatta