

College Curriculum Committee
Meeting Minutes
Tuesday, April 19, 2011
2:05 p.m. - 3:43 p.m.
Toyon Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: March 15, 2011	Minutes are approved as written. (Schultz, Hartwell) M/S/C, 1 abstention (Murray).
2. Announcements a. SLO's	Speaker: Carolyn Holcroft a. SLOs: <ul style="list-style-type: none"> Any Winter SLO assessment results and reflections due no later than this Friday (end of third week of quarter). Reminder that minimum is assessment/reflection for two SLOs per course per year. If haven't already completed these in Fall or Winter quarter, must assess in spring quarter and enter results/reflections no later than third week of fall quarter. Frames project- (GE/Institution-Level SLOs) this quarter communication and computation areas will be assessed. Any one have any artifacts to share? Due to us May 20th, 5 p.m. TracDat is the new system for SLOs that will come online next year. Program-Level SLO Assessment Plans are due no later than May 28th. Some programs are already DONE! Your deans should have forwarded the planning document to you - if not, please contact Schultz/Holcroft right away. b. Holcroft introduced list. Please distribute to faculty right away so that they have plenty of time to work on their CORs. c. Nuñez introduced list. d. Please review list and notify Nuñez immediately if there are any corrections. e. PSYC proposal is well on the way. SOC has some issues to work thru. COMM has decided to wait until they have more info. Math is also deliberating. Day/Holcroft hosting workshop on May 25 th (Toyon Room), for those who'd like more info on how to prepare a transfer degree.
3. Consent Calendar	Speaker: Carolyn Holcroft NCEL 401 - approved as written. (Hartwell, Schultz) M/S/C Cammin noted the Japanese and Chinese courses that had been pulled from previous action for discussion were reviewed in conversations between Cammin and the faculty member whom is responsible for those outlines, and she was very happy to have the feedback and will be updating the courses and reapplying for GE.
4. CWEE District Plan	Speaker: John Mummert, Becki Urritia-Lopez Distributed a sample syllabus and the new Title 5 regulations that have been addressed by the CWE program. <ul style="list-style-type: none"> CWE has multiple areas: apprenticeship, cooperative work and on-site instruction occurs. Urritia-Lopez gave an overview of the hours the students must work and what the requirements are for the students to receive that credit. Question from CCC rep: How are students made aware of this program? Urritia-Lopez answered that a lot of referrals come from Counseling, EOPs, and financial aid. Word of mouth is important as well. Remember that as with all curriculum, CCC should be

	<p>mindful of the criteria from the Chancellor's Office of appropriateness to mission, curriculum quality, adequate resources available, need, and compliance. Since this is an existing program it's especially important to review for compliance at this time. Please share with your constituent groups are be prepared to vote next meeting, will be on agenda for approval.</p>
5. Credit-by-Exam Document	<p>Speaker: Carolyn Holcroft Questions/clarifications from reps: <ul style="list-style-type: none"> • If a student fails the test gets an F in the course, they still get their financial aid. • How often does financial aid scam occur? Answer: much more of a problem for online courses. There is a maximum of 20 units thru CBE allowed at FH. Even so, Holcroft is trying to get specific numbers for CBE granted at Foothill and will report back. • Is CBE alright with transfer institutions? Answer: Sometimes. Note disclaimer on the policy that tells the students that CBE might be transferable but it is up to the transferring institution. Credits earned via CBE are noted as such on the transcript. • Day reminded that HS/ROP courses must also be on the list of courses eligible for CBE. • (Schultz, Day) M/S/C to approve CBE policy as written with the addition of one word in the 5th paragraph (typo). </p>
6. Red-lining Policy and Procedure	<p>Speaker: Carolyn Holcroft</p> <ul style="list-style-type: none"> • Follow-up from last meeting: Holcroft contacted Hueg and noted that there might be potential to have a form for this (and other forms) on the "MyPortal" for easy student access. Will work on this over the summer. The process will start as a hard form until further notice. • Policy approved as written. (Hartwell, Cashmore) M/S/C.
7. FHGE vs. IGETC/CSU GE	<p>Speaker: Carolyn Holcroft</p> <ul style="list-style-type: none"> • Beginning conversation about GE as it relates to multiple curriculum issues like transfer degrees, associate's degrees, learning outcomes, etc. • Attachment #11 is a compare/contrast table of Title 5 regs vs. FH GE vs. IGETC vs. CSU Breadth. Please share with constituents - helps put GE requirements into perspective. • IGETC criteria and CSU-Breadth criteria were also included as handouts. Interesting to compare IGETC/CSU-GE criteria for inclusion of a course, to our FH criteria for a similar area. • At recent transfer degree workshop it became very clear that the AA-T degrees are TRANSFER degrees, rather than primarily subject area degrees. E.g. the AA-T in Psychology is NOT so much a degree in Psych, but rather is a degree intended to pave the way for easy transfer to a four-year institution such that a student wishing to major in Psych will have their lower division coursework completed already. Most of it is GE rather than discipline-specific. • One rep noted that the public has no idea that a transfer degree is NOT the same as a traditional associate's degree in terms of breadth/depth of knowledge in a single subject area; that is, public literally has no understanding of the difference of knowledge base • Holcroft: Even though AA-T degrees may often not offer

	<p>same level discipline-specific knowledge, still valuable in terms of providing a general education and helping students master the core competencies i.e. ILOs/GELOs. We've ID'd these as the major competencies students should have when they complete ANY associate's degree and the transfer degrees will still provide this. Noted AAC&U has collected data indicating employers strongly value these outcomes, and there is even grant money available for colleges to strengthen student achievement of these goals.</p> <ul style="list-style-type: none">• Shared data re: transfer rates to UCs/CSUs as well as number of IGETC and CSU-Breadth certifications we've granted in the past several years.• Holcroft encouraged reps to share info with constituents. Facilitate discussion in general, and think about overall philosophy of GE and differences/similarities to patterns. How will these potentially affect demand for FH AA degrees vs. transfer degrees? Who do our degrees serve? Please bring thoughts and feedback to next meeting.
8. Report out from Division Reps	Postponed due to lack of time.

Attendees: F. Cammin, B. Cashmore, B. Day, J. Dye, M. Francisco, R. Hartwell, C. Holcroft, K. Jones, M. Knobel, A. Lee, J. Mummert, P. Murray, V. O'Neal, G. Schultz, B. Shewfelt, K. Svetich, B. Ziegenhorn

Minutes recorded by: C. Nuñez