

**College Curriculum Committee**  
**Meeting Minutes**  
**Tuesday, May 21, 2013**  
**2:05 p.m. - 3:13 p.m.**  
**President's Conference Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: April 30, 2013	On item 3a, GE SPAN 10 should reflect that Starer made the motion. The remainder of the minutes approved as written. <b>M/S (Armstrong/Hanning) Approved.</b>
2. Announcements a. New Course Proposal b. Report out from Divisions c. Upcoming events (Curriculum Institute!)	<b>Speaker: Carolyn Holcroft</b> a. NCBH 400 b. No reports from divisions. c. Announcements: <ul style="list-style-type: none"> <li>• Curriculum Institute July 11-13<sup>th</sup> Anaheim, CA.</li> <li>• Deadline to submit new courses or major changes to courses for 2013-14 academic year <u>for the UC cycle</u> is June 1st.</li> <li>• Reminder: Deadline for all <u>new</u> courses for Foothill's 2014-2015 Catalog is end of June.</li> </ul>
3. Consent Calendar: a. General Education Application b. Stand Alone Applications	<b>Speaker: Carolyn Holcroft</b> a. For GE Area VI United States Cultures and Communities - THTR 8. b. GERN 54 - Fox stated a certificate is not given in BSS right now, but a program is in the works. Motion to approve consent calendar as written <b>M/S (Hartwell/Armstrong) Approved.</b>
4. Prerequisite Implementation Plan & forms Feedback	<b>Speaker: Carolyn Holcroft</b> Holcroft received feedback from faculty and modified the language highlighted in yellow on the document. <ul style="list-style-type: none"> <li>• Added clarification on 2g to explain why the curriculum committee would review the interdisciplinary prerequisite so that all divisions could have time to register concerns or feedback before the prerequisite was adopted.</li> <li>• Added information on monitoring for disproportional impact. The question was raised how will we define disproportional impact? Could be done by calculating odds ratio but there was some concern if the sample was too small would it reflect accurately? Armstrong suggested if there is a statistical valid sample size use that data if not use student survey. Francisco agreed a back up method should be used to with small samples. Consultation with institutional researcher imperative. Committee agreed we would leave wording open in plan, but on content review form ask faculty to consult with college researcher and describe method used to gauge disproportional impact. Require researcher and faculty sign off on it.</li> <li>• Various materials were suggested to determine that all sections taught to COR. Suggestion not to use a sample of 10 percent of sections but take one syllabus for each faculty member teaching that course for the evaluation. Suggested reviewing syllabi from faculty teaching course the majority of the time. Restated importance of get a sample syllabi from every instructor to demonstrate prerequisite is needed across all sections taught. Knobel suggested maybe use course outline of record as the evaluation tool rather than</li> </ul>

	<p>syllabi as this is what the faculty are held to. Holcroft reminded that we are required to look at multiple artifacts such as syllabi, exams, etc.</p> <ul style="list-style-type: none"> <li>• If we do not look after prerequisites it was suggest that the Chancellor's office, down the road, might just tell us what courses must have prerequisites.</li> </ul>
5. Resolution: Certificate Descriptions	<p><b>Speaker: Carolyn Holcroft</b>  Holcroft received feedback from the counselors it is ok as written. It was suggested that there be sample language that could be used, as a reference.  <b>M/S (Cashmore/Pennington) Approved.</b></p>
6. Units in Residence Requirement for Degree/Certificate	<p><b>Speaker: Carolyn Holcroft/Isaac Escoto</b>  Title 5 does not specify a number of units in residency for courses in major, only 24 units at Foothill in general.</p> <ul style="list-style-type: none"> <li>• Cellilo explained it used to be that 50 percent of the units in the major had to be done in residency in CTIS and BSS but this has gone away.</li> <li>• Right now someone with degree in biology from 1970 could be awarded a 2013 Foothill AS/AA by simply taking 24 units at Foothill in personal interest courses and none in major. Escoto reminded that petitions to use previous coursework must to be approved by department faculty.</li> <li>• Campbell concerned that requiring minimum number of major units in residence might cause recent community college to have to take more classes because he or she had to relocate before they could finish the degree? Concern about repeatability restrictions. Holcroft explained students can petition to waive units in residence requirement.</li> <li>• Day explained with the C-ID making courses equal across schools it may make it easier in the future for not all classes be taken at the same school.</li> <li>• Armstrong suggested using recency prerequisites so outdated courses for a discipline from old degree could not be used for a new degree or certificate. Day reminded it's currently left up to each department how recent a course should be.</li> <li>• Concern that many Foothill faculty are unaware there is no requirement for minimum units in residence in majors courses. If discipline faculty want minimum number of major units done in residency must be listed on the program sheet.</li> </ul>
7. Articulation Process	<p><b>Speaker: Bernie Day</b>  Day reminded the committee that a course number is chosen for a new course based on how it is transferable.</p> <ul style="list-style-type: none"> <li>• It's our call whether a course is "baccalaureate-level".</li> <li>• CSU GE review happens only once a year.</li> <li>• For UC transfer we send a proposal to UC and they review. At least one UC must have a comparable lower division course to be considered for transfer. Deadline for UC submission is June (for next year). A report is sent back to us in October so we then can apply for IGETC before December 1<sup>st</sup>.</li> <li>• How a course is transferable to different schools varies. Day submits every course for lower division major prep to every university. It was brought up that having to have a lower division course already at UC before they will approve it limited the faculty here,</li> </ul>

	<p>curtails UCs and CSUs generally do want to work with us to approve our courses.</p> <ul style="list-style-type: none"><li>Day explained that assist.org will change next year for a grid view so students/faculty can see how a course will transfer for different schools.</li></ul>
8. Community Service Offerings	<p><b>Speaker: Carolyn Holcroft:</b></p> <ul style="list-style-type: none"><li>Colleges are thinking of alternative ways to offer classes and generate revenue. Though to date not an issue at Foothill, there have been instances at other CCCs where community service courses have been created/offered that are essentially same as current noncredit or credit course offerings.</li><li>Foothill faculty often unaware of community service offerings.</li><li>Knobel commented it could be confusing for students which class they need to take if they are similar and one may be for credit and one not for credit.</li><li>Campbell: important to have the information.</li><li>Day stated it is important to know because anyone teaching under the Foothill name is representing the institution.</li><li>Holcroft: Title 5 does not give us any authority/purview to approve community service courses but it would be nice to be aware of all of the classes being offered by the college.</li><li>Please foster discussion with constituents.</li></ul>

**Attendees:** Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), Simon Pennington (FA), Barbara Shewfelt (P E)

**Minutes Recorded by:** J. McCarron