

San Diego Community College District Curriculum and Instructional Council

Meeting of October 11, 2018
2:00 P.M.
North City Center (NCC)
Room 115G
8355 Aero Dr., San Diego, CA 92123
Conference Room 115G

Minutes

PRESENT:

Boots, Jennifer	Curriculum Chair—City College
Bulger, Stephanie	Vice Chancellor, Instructional Services—District Office
Gholson, Richard	Curriculum Chair, Continuing Education
Gray, Michelle	Dean, Proxy for Michelle Fischthal, Continuing Education
Hess, Shelly	Dean, Curriculum Services—District Office
Hoffman, Andrew	Curriculum Chair, Mesa College
Hopkins, Paulette	Vice President, Instructional Services—Miramar College
Norvell, Elizabeth	Articulation Officer—City College
Palma-Sanft, Mara	Articulation Officer—Miramar College
Parker, Juliette	Articulation Officer—Mesa College
Shimazaki, Leslie	Interim Vice President, Instruction, Mesa College
Short, Duane	Curriculum Chair—Miramar College
Spradley, Minou	Acting Vice President, Instructional Services—City College

ABSENT:

Fischthal, Michelle	Vice President, Instructional Services—Continuing Education
Marrone, Erica	Curriculum Analyst, Curriculum Services—District Office
Neault, Lynn	Vice Chancellor, Student Services—District Office

STAFF:

Clark, Jacqueline	Senior Secretary, Curriculum Services—District Office
Gil, Patricia	Curriculum Technician, Curriculum Services—District Office
Radley, Michelle	Curriculum Technician, Curriculum Services—District Office
Scott, Carmen	Curriculum Technician, Curriculum Services—District Office

GUEST:

Caesar, Cassondra	Counselor, Continuing Education
Payne, Desiree	Curriculum Analyst, Continuing Education

Vice Chancellor Bulger called meeting to order at 2:02 pm

I. MINUTES AND AGENDA

A. Approval of: September 27, 2018, Minutes (*Action*)

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The council reviewed and approved September 27, 2018 minutes.

Short requested a change on page 4 in the third paragraph and noted that he will email the changes to Jacqueline Clark.

<i>Recommend Approval of the September 27 , 2018 Minutes</i>
<i>Motion by Short</i>
<i>Second by Gholson</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Boots, Gray, Hoffman, Hopkins, Norvell, Parker, Shimazaki, Spradley</i>

Palm-Sanft arrived at 2:05.

B. Approval of: October 11, 2018 Meeting Agenda (*Action*)

Gholson requested to pull the approval of both Continuing Education Curriculum and Continuing Education Program Changes pending further discussion between faculty, departments and programs.

Bulger stated that II. C and II. D will be pulled from the agenda.

The following items were added to the agenda:

Walk-Ins

- Miramar: ENGL 031
- Mesa: BLAS 165

<i>Recommend Approval of the October 11 , 2018 Agenda As Amended</i>
<i>Motion by Short</i>
<i>Second by Shimazaki</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Boots, Gholson, Gray, Hoffman, Hopkins, Norvell, Palma-Sanft, Parker, Spradley</i>

II. CURRICULUM REVIEW/APPROVAL

A. Approval of Curriculum (*Action*)

Hoffman requested to pull ARCH 101/CAD and POLI 140 from the curriculum summary for discussion.

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<i>Recommend Approval of Curriculum Review As Amended</i>
<i>Motion by Gholson</i>
<i>Second by Shimazaki</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Boots, Gray, Hoffman, Hopkins, Norvell, Palma-Sanft, Parker, Short, Spradley</i>

B. Approval of Program Changes (Action)

<i>Recommend Approval of Program Changes</i>
<i>Motion by Spradley</i>
<i>Second by Norvell</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Boots, Gholson, Gray, Hoffman, Hopkins, Palma-Sanft, Parker, Shimazaki, Short</i>

C. Approval of Continuing Education Curriculum (Tabled)

D. Approval of Continuing Education Program Changes (Tabled)

E. ARCH 101 (Action)

Hoffman asked if the units for the course were accurate. The course is 3 units (32-36 lecture hours and 64-72 lab hours). He questioned why the lab portion of the course is not 1.5 units because 1 lab unit is typically 48-54 hours. Hoffman also noted that it is an older class that has been carrying this information over a period of time.

Short made a calculation based on the hours and determined that it is 3.33 units which mean the class does not meet the threshold of 3.5; therefore, it is a 3 unit course.

There was further discussion of how the hours are reflected in the FTEF and in the course outline. Hopkins inquired about the FTF listed in Curricunet. Hess noted that the lab FTF does not have the new calculation. Curricunet will not be reprogrammed until the District reaches lecture/lab parity.

Hess noted the official FTEF Formula is as follows:

LECTURE: [(Min total hours/16)/15]

Example: [(32/16)/15] = .133

LAB: [(Min total hours/16)/16]

Example: [(64/16)/16] = .250

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Bulger stated that due to time constraints, information regarding the units of the ARCH 101/CAD course will be sent to Hoffman at a later time.

[After the meeting Curriculum Services confirmed the units are correct and the FTEF for ARCH 101 is .383]

<i>Recommend Approval of ARCH 101</i>
<i>Motion by Short</i>
<i>Second by Boots</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Gholson Gray, Hoffman, Hopkins, Norvell, Palma-Sanft, Parker, Shimazaki, Spradley</i>

F. POLI 140 (Action)

Hoffman noted that POLI 140 had the wrong start date of fall 2018, it should be fall 2019.

<i>Recommend Approval of POLI 140 as Amended</i>
<i>Motion by Short</i>
<i>Second by Boots</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Gholson, Gray, Hoffman, Hopkins, Norvell, Palma-Sanft, Parker, Shimazaki, Spradley</i>

G. Fashion Merchandising, Associate of Science (Action)

Hoffman raised concerns regarding the high units in the Fashion Program. Parker responded that the degree is career education and the units are necessary for award.

<i>Recommend Approval of Fashion Merchandising, Associate of Science Degree</i>
<i>Motion by Short</i>
<i>Second by Boots</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Gholson, Gray, Hoffman, Hopkins, Norvell, Palma-Sanft, Parker, Shimazaki, Spradley</i>

III. OLD BUSINESS

A. City College New Subject Indicator Request—Energy and Geo-Environmental Engineering (EGEE)

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Hess noted this information was presented at CRC and it just needs a motion to approve.

<i>Recommendation to approve City College New Subject Indicator</i>
<i>Motion by Boots</i>
<i>Second by Norvell</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Gholson, Gray, Hoffman, Hopkins, Palma-Sanft, Parker, Shimazaki, Short, Spradley</i>

B. AB 705 Addressing Math and English Curriculum Impacts of AB 705, AB 705 Implementation Plan

Hess mentioned that the worksheets went out to the faculty to review the curriculum with basic skills math and English advisories. The goal is to send out a summary of the progress every Friday to include and all members of CIC. Faculty have been very responsive and either said to remove or asked for clarification. Hess will send an update with the specific subject areas that she worked with.

Hess reported the following meetings occurring in the upcoming week to discuss AB 705 are English and Math discipline meetings, ELAC assessment meeting, and Districtwide Assessment Committee.

Short shared a handout *Skills Advisory Statements* developed from Miramar's Tech Review Subcommittee, which is a list of statements that faculty can use in lieu of the specific course advisory. Short clarified only basic skills courses, English and Math were reviewed. They were condensed to be most applicable to the courses outside of Math and English. The statements were created to be understandable to a student considering enrolling. The intent is to give students an indication of what's expected in the class. Short explained this came about because of the reluctance of some of the Miramar faculty to remove the advisories because they feel that the students needed to be informed of the skills required. Faculty stated that they would be willing to remove the basic skills advisories if there is another statement disclosing of what is expected. Short mentioned that only 4 or 5 members of tech review met to produce this initial suggestion of ideas. They felt it was important to provide this information to CIC quickly since this project is moving on.

A question was asked if there is a specific advisory that these disciplines are replacing in English. Short explained that the first two statements are from English 48 and the third and fourth statements are from English 49. In Math, the first two statements are from Math 38 and the next three are from Math 46.

The recommended statements are as follows:

ENGLISH

- Read and comprehend college-level textbooks and other materials from a variety of disciplines.
- Identify and explain different viewpoints of an argument or issue.

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- Write a 2-3 page essay organized around a central topic with introduction, body, and conclusion.
- Apply appropriate mechanical and grammatical structures in sentences, paragraphs, lab reports, short essay answers, and basic compositions.

MATH

- Use arithmetic to solve application/word problems, including the use of fractions, decimals, and percentages.
- Convert among different units of measurement within a system such as the metric or imperial system.
- Translate application/word problems into algebraic equations, linear equations, or inequalities and solve them.
- Graph a linear equation, including the slope and intercepts.
- Factor and solve equations with polynomials and rational expressions.

Shimazaki stated that this type of information is more usable to a student. Bulger asked the committee if they are in agreement with this idea.

Spradley noted that it is a great suggestion, but the faculty needs to decide if they want to use this idea. Hess stated that this should go back to CRC's for further discussion prior to next CIC meeting. A question was asked if the intent is that they would ask a standard language. Hess responded yes there would be with the idea that there will be some areas may need to use specific language due to the course requirements. Short suggested that those who should review this list are those who will be selecting their advisory statements. Input was provided by the math and English faculty due to their in depth knowledge of the subject area. These statements should also be reviewed by those who will see if they will be useful. Another suggestion was made to present it to the Associate Student Body for student input.

Short suggested in regards to the next steps that the committee bring it back to the CRC's and anyone else on the campus that would have good input such as the students. The language can be reviewed again and then brought back to CIC for approval.

Bulger asked at what point the committee would want it to go to the discipline meetings. The committee discussed ideas and made the following suggestions:

- Bring this information to the Department Chairs meetings
- Send this information to Department Chairs through email
- Bring it to the campus and share with applicable constituents

Boots stated a concern that it may too cumbersome having too many sentences listed. It could be less effective if too much language is included. The question was asked if you can cap the number of items you can list. A suggestion was made to ask the question "What are the top two requirements you would need?"

Short noted that some courses are going to have specific advisories based on the requirements of the course. There is a concern that students will not be able to

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appropriately discern if they meet the requirement of the course after reading the course description especially if it states something that they do not know how to do. They may not know how to obtain more information. Students use the advisories as a guide.

Hess suggested that the committee wait to see how faculty respond to the project to determine how many faculty want to leave the basic skills advisories. The next step could be to let them leave the advisory for next year. Then create the alternative statements and offer them as an alternative.

It was mentioned that the advisories can lead to legal rights. Hess explained that per the Title 5 language, if a student reaches their 30 unit limit in basic skills, their advisories become a prerequisite. It will be more of an issue now than later. It is anticipated fewer students will reach their limit within the next few years because of the new placement process—students being placed directly into transferable math or English.

Boots noted that there could be an issue of consistency due to a student choosing one course over another because it does not have an advisory. They could be equivalent in terms of the reading and writing needed or the class that removed the advisory could have more reading and writing.

Hess noted that the deadline for the faculty to inform her of their decision to keep the advisories or remove them is November 9th. Hess will review the information received and follow up with the Department Chairs. If there is no response the default is no change. Hess will send out the final results to the committee prior to the CIC meeting on December 13th.

There was a suggestion to consult with the webmaster to obtain ideas on how to layout the information in the schedule or catalog to make it easier for students to understand. There was further discussion about how students receive information.

Bulger stated that at the appropriate time this should be brought to the Placement and Assessment meeting so that there can be discussion on how this affects students with regards to courses that do not have advisories.

Spradley noted that the math meeting at City college on Friday, October 12, 2018, will be reviewing curriculum and their rubric. Bulger stated that the AB 705 discussion will be part of the agenda.

There was consensus with the committee to wait for the results from the faculty regarding the AB 705 changes to the advisories and deciding at a future date on what to do with the language presented at today's meeting.

Short mentioned that there are courses that do not apply to the AB 705 in regards to students completing transfer level English or math. The concern is about student having the skills required to successfully complete the course. Short further explained that there is a new pipeline that students go through to complete transfer level math but are not required to take all of the algebra they used to be required to take. The example was given of the Math 96 requisite for Chemistry. Palma-Sanft explains that a student, who is undecided on what Math path to take, enrolls in Math 119 which no longer requires Math

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96. Down the road the students decides to CHEM 152 which requires Math 96. The faculty wants to ensure that there is still a way to enforce a prerequisite that should be required for them to successfully complete the course. The concern is that if they have already taken a transfer level course it will clear them from Math 96. Hess noted that per the current requirements they must take Math 96 or better, or equivalent or skill level milestone. There is an issue with students enrolling in STEM and not meeting the math skill requirements. The STEM faculty want the students to have the intermediate algebra. Hess noted that the STEM discussions have been focused on math for STEM, not the other courses that use math as a prerequisite. She agreed there needs to be further discussion.

There was discussion of possible solutions such as students testing out of the math courses through multiple pathways. One idea is to decouple the prerequisite and remove the skill level. Make it clear to the student that if they have already taken a class there is a way to challenge out of it through a test assessment. Other disciplines need to discuss.

Bulger stated that this conversation is to be continued.

C. Annual Credit Course and Program Certification Due October 16, 2018

Bulger reported that the Annual Credit Course and Program Certification is due to the Chancellor's Office on October 16, 2018.

IV. NEW BUSINESS

A. College/CE Review of Curriculum—Agreements

Bulger provided a summary of the agreement that CIC made related to sending out agendas to the CRC's prior to the CRC meetings for all four institutions. This would include programs, courses or any information that is shared and discussed among the district. Bulger asked if there are any concerns and if this occurring.

It was noted that the intent is to have discussion outside of CIC meetings in order to come to an agreement before bringing it to CIC.

There was consensus among the committee regarding this agreement.

B. CurricUNET and Distance Education Title 5 Changes

Hess reminded committee that this was discussed at the last meeting regarding Title 5 Distance Education and it is now required to not only have faculty to student effective contact but also student to student effective contact.

These changes were discussed at Miramar's CRC and it was recommended to separate it out in CurricUNET and have an area for faculty to student effective contact but also an area for student to student effective contact. This will be reviewed at CurricUNET Steering Committee but also wanted it mentioned at CIC.

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It was mentioned that due to the restrictions of students in prison being able to communicate with other, this makes it difficult with the requirements of Title 5. The question was asked how to resolve this issue. There was discussion of how the students are able to communicate such as through writing letters.

Short reviewed a Miramar Distance Education Online course in Curricunet noting the language used and showed examples of how Miramar uses the instructor to student contact. There is concern with how the language may not state that it is mandatory. An idea presented is to break it up with language stating that regular and effective instructor with student contact is required and will consist of a list of specific options for faculty to choose from and then adding separate language stating the same regarding student to student contact. After reviewing at the Curricunet Steering Committee, the recommended language will be brought back to CIC for approval.

Hoffman noted that chat rooms, discussion threads require student to student interaction and asked if it is necessary. It was noted that the lead in language needs to state what is required and provide options. Bulger stated that nothing will be changed before the language is brought to CIC and discussed.

C. Walk-In

Miramar walked-in with the following curriculum:

1. ENGL 031 Academic Literacy – Spring 2019

<i>Recommendation to approve Miramar College Curriculum</i>
<i>Motion by Boots</i>
<i>Second by Hoffman</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Gholson, Gray, Hopkins, Norvell, Palma-Sanft, Parker, Shimazaki, Short, Spradley</i>

Mesa walked-in with the following curriculum:

1. BLAS 165 Sexuality and Black Culture, Distance Education only –Spring 2019

<i>Recommendation to approve Mesa College Curriculum</i>
<i>Motion by Short</i>
<i>Second by Boots</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Gholson, Gray, Hoffman, Hopkins, Norvell, Palma-Sanft, Parker, Shimazaki, Spradley</i>

V. STANDING REPORTS

- A. Local and State—Curriculum Streamlining Process (Bulger/Hess)
- B. Legislative Update (Bulger)

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Bulger and Hess provided overviews of the following bills:

1. Title 5, Section 55053 Remedial Coursework Limit (Information)

A student who does not attain full eligibility status for degree-applicable credit courses within the limit described in subdivision (a) of this section shall, unless provided with a waiver, be restricted to taking only noncredit courses, nondegree-applicable courses which do not involve remediation, and those degree-applicable credit courses which do not have basic skills prerequisites or advisories on recommended preparation.

2. Bills Signed by the Governor

- a. **Assembly Bill (AB) 1805 (Chapter 531/2018)**—Community Colleges: Student Equity and Achievement Program.

This bill states that in order to receive funding pursuant to the Student Equity and Achievement Program, a community college is required to inform students of their rights to access transfer-level coursework and academic credit English as a second language coursework, and of the multiple measures placement policies developed by the community college; and annually report and publicly post its placement policies and results

- b. **Senate Bill (SB) 577 (Chapter 603/2018)**—Public Post-secondary Education: California Community College Teacher Credentialing Partnership Pilot Program.

This bill establishes the CCC Teacher Credentialing Partnership Pilot Program, which will award up to three grants (\$500,000 each) to collaboratives that consist of an accredited teacher-credentialing and degree-granting California institution of higher education and at least one community college, for the purpose of offering teacher credential coursework remotely at participating community college(s).

- c. **SB 1406 (Chapter 612/2018)**—Public Post-secondary Education: Community College Districts: Baccalaureate Degree Pilot Program.

This bill requires that a student participating in a baccalaureate degree pilot program commence his or her degree program by the beginning of the 2022-23 academic year. The bill also extends the inoperative and repeal dates for the authorization to establish pilot baccalaureate degree programs by three years and requires the Legislative Analyst's Office to report the results of the final evaluation of the pilot program on or before July 1, 2021.

C. Curriculum Updating Project (Hess)

No report

D. CurricUNET Steering Committee (Hess)

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No report

E. Student Services Council (Neault)

No report

F. State Academic Senate

Plenary is coming up in November.

G. Chief Instructional Officers (Bulger, Fischthal, Hopkins, Shimazaki, Spradley)

The CIO conference is the last week in October.

H. Articulation Officers (ADT/C-ID) (Norvell, Palma-Sanft, Parker)

An update was provided regarding the position paper on ASSIST that evolved into a resolution. It is being put forward to the Academic Senate Area D meeting this Saturday.

I. Subcommittees (Bulger)

- Hess reported that Policy and Procedures did not meet today but will meet before next CIC meeting. One of the items to review is the Teach Out Plan.
- Hess reported the Catalog Subcommittee is seeking representatives from faculty, counselors, and evaluators. This group is reviewing the production timeline and aligning it with the colleges and possibly with the new funding formula effective dates. Also looking at other models of catalogs and changing to something more interactive.
- Curricunet Steering Committee will meet soon to discuss:
 - The regular effective contact for Distance Education,
 - Prepare for the move to Canvas with regards to specific language and aligning it with Curricunet
 - Prioritizing the list of items for Governet to address.

J. Campus Solutions Implementation (Neault/Bulger)

No updates.

VI. ANNOUNCEMENTS

- A. *The next meeting will be on Thursday, October 25, 2018 at 2:00 p.m. at North City Center, Room 115G, 8355 Aero Dr., San Diego, CA 92123*
- B. **Reminder, the 2019-2020 Catalog Deadline is Thursday, December 13, 2018. All new programs and program revisions must be approved by CIC, Board of Trustees, CCCCCO, new programs may be subject to WASC/ACCJC, before they may be published in the college catalog.**

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C. *Reminder the 2019-2020 subject indicator changes (new indicators and revisions) and academic organization changes are due, Thursday, December 13, 2018.*

VII. ADJOURNMENT

The meeting was adjourned at 3:17 p.m.
<i>Motion by Boots</i>
<i>Second by Shimazaki</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Gholson, Gray, Hoffman, Hopkins, Norvell, Palma-Sanft, Parker, Short, Spradley</i>