

# San Diego Community College District Curriculum and Instructional Council

Meeting of April 28, 2022

2:00 P.M.

Zoom Meeting

## Approved Minutes

### PRESENT:

Boots, Jennifer	Curriculum Chair—City College
Chavez, Matilda	Vice President, Instructional Services—City College
Fischthal, Michelle	Vice President, Instructional Services—College of Continuing Education
Gholson, Richard	Curriculum Chair— College of Continuing Education
Hess, Shelly	Dean, Curriculum Services—District Office
Hoffman, Andrew	Curriculum Chair—Mesa College
Norvell, Elizabeth	Articulation Officer—City College
O'Connor, Isabel	Vice President, Instructional Services—Mesa College
Palma-Sanft, Mara	Articulation Officer—Miramar College
Parker, Juliette	Articulation Officer— Mesa College
Stiller-Shulman, Alex	Curriculum Chair—Miramar College
Topham, Susan	Vice Chancellor, Educational Services—District Office (CIC Chair)

### ABSENT:

Odu, Michael	Vice President, Instructional Services—Miramar College
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### GUEST:

Murray, Margarita	Student Services Analyst—District Office
Weston, Brian	Dean, Online and Distributed Learning Education—District Office

### STAFF:

Escalante, Evelyn	Administrative Assistant, Curriculum Services— District Office
Gil, Patricia	Curriculum Technician, Curriculum Services—District Office
Marrone, Erica	Curriculum Analyst, Curriculum Services—District Office
Radley, Michelle	Curriculum Technician, Curriculum Services—District Office
Scott, Carmen	Curriculum Technician, Curriculum Services—District Office

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*Topham called the meeting to order at 2:02 p.m.*

## A. MINUTES AND AGENDA

### A. Approval of: April 14, 2022, Minutes

Parker requested changes to the minutes to reflect the following:

Parker informed the council that the minimum qualifications for Asian American Studies and Native American/American Indian Studies passed the statewide academic Senate and will go to the Board of Governors for final review and approval.

<i>Recommend Approval of the April 14, 2022 Minutes as Amended</i>
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<i>Motion by Gholson</i>
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<i>Second by Parker</i>
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<i>Final Resolution: Motion carries</i>
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<i>Aye: Boots, Chavez, Fischthal, Hoffman, Norvell, O'Connor, Palma-Sanft, Stiller-Shulman</i>
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### B. Approval of: April 28, 2022 Agenda

<i>Recommend Approval of the April 28, 2022 Meeting</i>
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<i>Motion by Hoffman</i>
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<i>Second by Gholson</i>
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<i>Final Resolution: Motion carries</i>
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<i>Aye: Boots, Chavez, Fischthal, Norvell, O'Connor, Palma-Sanft, Parker, Stiller-Shulman</i>
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## B. CURRICULUM REVIEW/APPROVAL

### A. Approval of Curriculum

<i>Recommend Approval of Curriculum</i>
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<i>Motion by Hoffman</i>
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<i>Second by Boots</i>
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<i>Final Resolution: Motion carries</i>
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<i>Aye: Chavez, Fischthal, Gholson, Norvell, O'Connor, Palma-Sanft, Parker, Stiller-Shulman</i>
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## B. General Education/Transferability Actions (Information)

Hess provided information regarding the General Education/Transferability Actions for review and informed the council they will vote on this item at the next CIC meeting on May 12, 2022.

Parker informed Mesa College will remove the proposal for CHIC 250 area F

## III. OLD BUSINESS

### A. Meeting by Teleconferencing (AB 361) (Action)

Topham informed the council this vote is to offer the CIC meeting on May 12, 2022 as a hybrid meeting.

<i>Recommend Approval of Holding a Hybrid meeting on May 12, 2022</i>
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<i>Motion by Gholson</i>
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<i>Second by Boots</i>
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<i>Final Resolution: Motion carries</i>
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<i>Aye: Chavez, Fischthal, Hoffman, Norvell, O'Connor, Palma-Sanft, Parker Stiller-Shulman</i>
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### B. CIC Curriculum Approval Calendar

Hess presented to the council the draft 2022-2023 CIC meeting calendar and informed it will be voted on at the next meeting on May 12, 2022.

Hoffman and Boots informed they will provide their CRC dates before the next meeting.

## IV. NEW BUSINESS

### A. Distance Education Modalities

Weston gave a presentation on the SDCCD class schedule terminology:

- Online Live- All class work is conducted online with a requirement for real-time/live meetings.
- Fully Online- All class work is conducted online without a requirement for real-time/live meetings.
- Partially Online- Some required class meetings will be conducted on campus. The remainder of the class will be online.

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- Hyflex- Students can join the scheduled class session online or on campus based on student preference. The rest of the class work is conducted online. (HyFlex is a blend of hybrid and flexible instruction). The course must be approved to be offered online via the curriculum approval process

Murray showcased MySDCCCD Info Hub to the council where scheduling job aids and handouts can be found.

Hoffman inquired about the distinction of Hybrid and partially online definitions and whether the schedule and course report would match course modalities. Hess informed this could be discussed with the articulation officers at the District Articulation Committee meeting. Hess noted Hybrid should not be removed from the course report if it impacts articulation.

Palma-Sanft inquired if a clear distinction could be provided for the internal DE definitions and what's been officially approved based on accreditation.

Hoffman inquired if training will be required in order to teach hyflex. Topham informed to have brought forward the faculty training discussion to VC Smith, and it will be part of the faculty contract.

Weston informed there are hyflex workshops being offered to faculty in order to help them be prepared. In addition, Weston informed of the plan to improve the online faculty certification program and the possible addition of a 3-year refresher course.

Fischthal requested for the CE faculty to be included in the trainings and informed that CE has expanded their distance and mentoring program to include support for hyflex training.

### B. ACCJC Distance Education Requirements

Weston informed the language in AP 4105 was changed in order to reflect federal and state updates. Weston explained the following changes:

- DE Definition- education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s) either synchronously or asynchronously.
  - The internet;
  - One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
  - Audioconferencing; or
  - Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

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- Regular and Substantive Instructor Contact- Any portion of a course section conducted through distance education must include regular and substantive interaction between instructor(s) and students (and among students as described in the course outline of record or distance education addendum, where applicable), either synchronously or asynchronously
  - Substantive Interaction- Engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: providing direct instruction; assessing or providing feedback on a student's coursework; providing information or responding to questions about the content of a course or competency; facilitating a group discussion regarding the content of a course or competency; or other instructional activities approved by SDCCD or program's accrediting agency.
  - Ensure Substantive Interaction- Providing the opportunity for substantive interactions with the student, on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- DE Addendum- Addendum must address the following: how course outcomes will be achieved in a distance education mode; how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction; how the course design and course materials are accessible to every student, including students with disabilities in accordance with Title II of the Americans with Disabilities Act.

Hess informed some of this information has been incorporated into CurricUNET and faculty can select the different types of DE interaction. In addition, Hess noted that it's important for the colleges to review the DE approved courses to make sure this information is included, especially for DE courses that were created several years ago.

Chavez inquired to Murray if there's a way to ensure the colleges align in course modality scheduling. Murray ensured there are multiple auditing queries to ensure the alignment of class scheduling modalities.

### V. CIC SUBCOMMITTEE REPORT

Hess reported the following:

#### CurricUNET Steering Committee

- Credit for Prior Learning- Instructional Services will manually input the list that was previously approved by the council

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- CurriQunet META
  - The contract has been signed and a PO has been generated
  - Implementation Teams
    - CurriQunet Team: Natalie Rasmussen, Dan Cutler, Nancy Howard, Erica Marrone, Desiree Payne, and Shelly Hess
  - Reviewing course proposals in META
    - Recommend aligning screens and terminology with CurricUNET V2
    - Recommend developing a separate noncredit form designed specifically for noncredit
  - Reviewing current data reports and reporting needs

## District Articulation Council

- Credit for Prior Learning: External Exam Charts. Hess will send out a memo in the next couple of weeks regarding all the catalog changes regarding CPL.

## Policies and Procedures

- Hoping to bring an updated credit for prior learning AP to the council for approval in order to move forward to constituent review
- Procedures Constituent Review Spring 2022:
  - AP 4025.2 Philosophy and Criteria for Baccalaureate Degree- Hess informed there were some questions regarding this AP and offered to attend City and Miramar's CRC to answer questions
  - AP 4025.1 Philosophy and Criteria for Certificates
  - AP 4105 Distance Education
  - AP 4260 Prerequisites, Corequisites, Limitations on Enrollment, and Advisories
  - AP 4400 Community Service Offerings AP 4025.2 Philosophy and Criteria for Baccalaureate Degrees

## Subject Area Meeting

- Mathematics met on 1/10/2022
- English met on 3/25/2022
- Another Math meeting will be scheduled before the next CIC meeting in order to discuss MATH 104, 141, 141A, 141B

Topham requested the council to share the information with their respective colleges and keep them informed of the process of implementing CurriQunet Meta. Hess suggested to add the implementation information on the curriculum website.

## **VI. STANDING REPORTS**

### A. Educational Services Updates

Topham reported the following legislative updates:

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- AB 928: Where ADTs for major pathways exist, the bill requires the California Community Colleges, on or before August 1, 2024, to place students who declare a goal of transfer on their mandatory education plans on the ADT pathway. Topham informed to have been convening with all four colleges regarding guided pathways and hopes to have systems in place that will help meet these requirements by fall 2022.
- AB 2738: This bill would require, on or before January 1, 2024, the governing board of each community college district to make available to the public, as specified, the schedule of courses that must be completed to obtain, and the number of academic years, months, semesters, or terms that it takes to obtain, each associate degree and certificate offered by a community college maintained by the district. The bill would require, on or before January 1, 2024, the governing board of each community college district to offer each course required for the completion of each associate degree and each certificate offered by a college, as specified, and, to the extent that compliance with this requirement is not practicable, would require the governing board to hold a public hearing and make findings on why its compliance with the requirement is not-practicable. By imposing new duties on community college districts, this bill would impose a state-mandated local program.
- AB 1705: This bill would, among other things, instead require a community college district or community college to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline, and for a student with a declared academic goal, that the transfer-level coursework satisfies a requirement of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline. By July 1, 2023, if a community college places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the bill would require the community college to verify the benefit of the coursework to the students, as specified.
- AB 1187 This bill would provide that supervised tutoring for all credit and noncredit courses, as authorized pursuant to regulations adopted by the Board of Governors (BOG) by July 31, 2023, is eligible for state apportionment funding. Topham informed to have been working over the past year to be able to collect the apportionment for fall 2023 on tutoring. Hess informed to have met with the faculty and they finalized the proposals of four new tutoring courses: EDUC 44 A, B, C, and D. Hess requested for the colleges to review the courses at their respective CRC meetings, if the courses are approved then they should walk them in at the next CIC meeting on May 12, 2022 in order for the courses to be offered during fall 2022.
- AB 102 Holden: This bill would eliminate the 2027 sunset date for College and Career Access Pathways (CCAP) partnerships, effectively allowing dual enrollment programs to continue indefinitely. The bill would also allow county

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offices of education to participate in CCAP partnerships, which would provide students in juvenile court schools access to dual enrollment programs.

## B. State Academic Senate

No report

## C. Chief Instructional Officers (Chavez, Fischthal, O'Connor, Odu, Topham,)

Chavez reported that during the CIO conference they were informed of 200 pieces of legislation that will be coming in the next couple of years.

O'Connor reported from the conference that one of the focuses of State Chancellor's Office is to look at how the colleges get funding and help them with specific issues. In addition, they were informed that enrollment is severely down systemwide for the spring semester and there's great concern.

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

Parker informed the council the California Intersegmental Articulation Council (CIAC) conference is currently taking place and was informed the GE pattern is going to be 34 units. Palma-Sanft requested for the CIOs to start the conversation with the disciplines regarding the issue. O'Connor stated some of the conversations have already started at Mesa college. Topham informed this item will be added to the VPI meeting agenda.

## VII. ADJOURNMENT

<i>The meeting was adjourned at 3:19 pm</i>
<i>Motion by Gholson</i>
<i>Second by Parker</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Boots, Chavez, Fischthal, Hoffman, Norvell, O'Connor, Palma-Sanft, Stiller-Shulman</i>