

# San Diego Community College District Curriculum and Instructional Council

Meeting of February 25, 2016  
2:00 PM  
District Office  
3375 Camino Del Rio S.  
San Diego CA 92108  
Conference Room 220

## Minutes

### PRESENT:

Bulger, Stephanie	Vice Chancellor, Instructional Service & Planning—District Office
Hess, Shelly	Dean, Curriculum and Instructional Services—District Office
Hopkins, Paulette	Interim Vice President, Instructional Services—Miramar
Kilmer, Renee	Interim Vice President, Instructional Services—City
McGrath, Tim	Vice President Instructional Services — Mesa
Namdar, Donna	Curriculum Chair—Continuing Education
Norvell, Elizabeth	Articulation Officer—City
Palma-Sanft, Mara	Articulation Officer—Miramar
Parker, Juliette	Articulation Officer—Mesa
Parsons, Michelle Toni	Curriculum Chair—Mesa
Shelton, Deanna	Curriculum Chair—City
Short, Duane	Curriculum Chair—Miramar

### ABSENT:

Marrone, Erica	Curriculum Analyst, Curriculum & Instructional Services—District Office
Matthew, Esther	Interim Vice President, Instruction and Student Services, Continuing Education
Neault, Lynn	Vice Chancellor, Student Services—District Office

### GUESTS:

Boots, Jennifer	Faculty—City College
Ching, Cheryl	Observer—Center for Urban Education
Cost, Jennifer	Faculty—Mesa College
Fremland, Rob	Faculty—Mesa College
Jarrell, Jan	Faculty—City College
Kalchik, Jason	Faculty—Mesa College
MacNeill, Andrew	Dean—Mesa College
Manasse, Mark	Faculty—Mesa College
Moreno—Ikari, Jill	Chair—Mesa College
Motaleb, Pegah	Faculty—City College
Smith, Wendy	Faculty—Mesa College
Sullivan, Chris	Faculty—Mesa College

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Curriculum and Instructional Council**

**STAFF:**

Meredith, Jasmine

Senior Secretary, Curriculum & Instructional Services—District Office

# San Diego Community College District Curriculum and Instructional Council

*Stephanie Bulger called the meeting to order at 2:15 p.m.*

## **I. MINUTES AND AGENDA**

### **A. Approval of: February 11, 2016, Minutes (*Action*)**

The council made changes to the February 11, 2016 meeting minutes.

<i>Recommend Approval of Minutes as Amended</i>
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<i>Motion by Parsons</i>
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<i>Second by Palma-Sanft</i>
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<i>Abstained by Parker</i>
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<i>Final Resolution: Motion Carries</i>
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<i>Aye: Hopkins, Kilmer, McGrath, Namdar, Norvell, Shelton, Short</i>
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### **B. Approval of February 25, 2016, Meeting Agenda (*Action*)**

Parsons requested to add ENGL 031 as a walk-in for approval and to move the discussion to the beginning of the agenda. Shelton added Subject Indicator Title Change to the agenda.

<i>Recommend Approval of Agenda as Amended</i>
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<i>Motion by Parsons</i>
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<i>Second by McGrath</i>
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<i>Final Resolution: Motion carries</i>
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<i>Aye: Hopkins, Kilmer, Namdar, Norvell, Palma-Sanft, Parker, Shelton, Short</i>
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### **ENGL 031:**

Jennifer Cost explained ENGL 031 was created for equity of the students affected by inappropriate placement and outdated curriculum. Parsons made clear the issue is how to approach ENGL 101. Parsons explained both the one-way and two-way co-requisite models are appropriate for the ENGL 031 and ENGL 101 curriculum. However, both models produce articulation concerns. Parsons expressed she supports her faculty as curriculum chair in adopting the one-way co-requisite model.

Parsons motioned to have ENGL 031 approved. Parker seconded the motion. The following summarizes the discussion of the motion:

- The one-way co-requisite model has been adopted and practiced in the nation and in the state of California.
- ENGL 031 will be taught as a learning community only.

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- ENGL 031 is not a stand-alone course; it stands only with ENGL 101.
- The learning community for ENGL 031 has been created.

Shelton abstained to the motion. She explained that City's Curriculum Committee initially voted to approve ENGL 031 including language of a two-way co-requisite model. However, there was an understanding that the committee was attempting to meet the requested deadline and might be working with some limited information regarding various perspectives on articulation, co-requisites and related issues. Additional information from Mesa, making the case for a one-way co-requisite model, was provided to City's curriculum committee after the committee's initial vote. With this new information, a virtual vote was attempted by City's curriculum committee prior to the 2/25/16 CIC meeting; however, the short notice did not allow enough time to get feedback from a majority of City's curriculum committee members. Shelton did not wish to vote on behalf of the full committee without certainty of their latest opinions on either requisite model. Jan Jarrell reported she was present at the curriculum committee meeting. She announced City's English department supports ENGL 031 and hopes to offer the learning community in the future. Jarrell stated it was clear to her the language of the co-requisite should be on ENGL 101. Jarrell shared there was sufficient information regarding ENGL 031 provided by Mesa's faculty to City's Curriculum Committee.

Short questioned if ENGL 031 is being proposed as a requisite for ENGL 101? He explained if students cannot enroll in ENGL 101 without having first taken ENGL 031, then ENGL 031 should be written as a requisite for ENGL 101. Short expressed Miramar is not opposed to ENGL 031, but the campus believes ENGL 031 is a requisite to help students succeed in ENGL 101. Short proposed that students take ENGL 031 concurrently with ENGL 101 to be successful in ENGL 101.

Short reasoned to add the requisite to the receiving course, in this case ENGL 101. He explained according to Title 5, section 55002, a requirement for prerequisite content screening is stated. Short discussed the following:

- The content of ENGL 031 makes the course appropriate as a requisite to ENGL 101.
- If the content is not on the receiving course, there is no way to perform a content review. This will violate Title 5.
  - Short explained according to Board Policy 5250, if the content is not on the receiving course, the faculty that know most about how to be successful in the receiving course will not have the opportunity to decide whether or not a student is qualified to enroll in the receiving course.
- Students have to know what courses to take to enroll in the receiving course.

Short stated the issue is the requisite of ENGL 031 needs to be on the receiving

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course, ENGL 101.

Parsons explained in the same policy about prerequisites, all colleges have formal challenge processes to get into courses they did not otherwise satisfy. She reported there is precedence of alternative ways to get into courses that are not listed as prerequisites on the curriculum. She explained challenge processes are available due to placement tests being inequitable.

Parsons reasoned ENGL 031 is similar to a tutoring class but with units. She explained ENGL 031 is for students who scored an R3/W3 and were misplaced due to the placement exam. The student can still take ENGL 101 concurrently with ENGL 031 as a support course. She views the requisite on ENGL 031 as a challenge process for students whose placement tests have done them a disservice by placing them in lower-level English courses. Parsons assured there are no exit skills that will come from ENGL 031 because it is not a stand-alone course. The exit skills from the learning community will come from ENGL 101.

Rob Fremland suggested the requisite language on ENGL 031 be “or equivalent,” since challenge processes provides an “or equivalent” approach.

Parker spoke to the articulation piece. She explained her thoughts about the definition of requisites as written in Title 5 which appears to indicate that in order to establish a two-way co-requisite, the content of two courses must be dependent on each other for student success and course completion. Parker stated the content of ENGL 101 is not dependent on the content of ENGL 031 for students to succeed and complete the course. However, Parker explained the reverse is true. Hence, the one-way co-requisite is the more appropriate fit. Parker cited that the one-way co-requisite has been in practice in the District as evidenced by several courses in Mesa’s curriculum including PSYC 259. PSYC 258 is a co-requisite of PSYC 259; however, there is no mention of PSYC 259 on the PSYC 258 course outline. PSYC 259 serves a specific population of students just as ENGL 031 is designed to do.

Parker explained the listing of ENGL 031 on the ENGL 101 outline would be a misrepresentation of ENGL 101 and a violation of Title 5 because ENGL 031 is not a requisite. She consulted with the SCIAC Board and they agree with the one-way co-requisite because ENGL 031 is a supplement to ENGL 101.

Parker expressed her chief concern is with maintaining transferability and articulation with the UC system. She reported that individual campuses and departments make independent decisions about articulation. If ENGL 031 is listed as a co-requisite, the content of both courses will be reviewed because the co-requisite indicates that both courses depend on each other; which is not the case. If ENGL 031 is included on the ENGL 101 outline, the UC may consider it as a new representation of ENGL 101.

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Parker mentioned it is not worth risking the loss of transferability and articulation by misrepresenting ENGL 101. ENGL 101 is required by the CSU and UC as one of the Golden Four courses for admission. She reported that ENGL 101 is articulated throughout the state of California and is included in nine Associate Degrees for Transfer.

Short reported the difference between a challenge process and a requisite is that a challenge is handled on an individual basis while a requisite does not have an individual challenge process. Parsons stated there are no regulations on ENGL 031 because it is a new course.

Short clarified not every student needs ENGL 031. However, students who need ENGL 031 should have to enroll in it to be successful in ENGL 101. Therefore, ENGL 031 should appear on the ENGL 101 outline. Parker countered by explaining students can only get into ENGL 101 through ENGL 031 and must have their learning supplemented because they did not meet the prerequisite for ENGL 101. Short answered that is why the requisite needs to be placed on ENGL 101.

Andrew MacNeill supports the one-way co-requisite model because it has been adopted and is currently in practice in the state of California. Hopkins expressed to make the course equitable by letting students know that ENGL 031 is a requisite to ENGL 101.

Tim McGrath called the question:

<b><i>Recommend Approval of ENGL 031/ENGL 101 Learning Community with the requisite on ENGL 031</i></b>
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<i>Motion by Parsons</i>
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<i>Second by Parker</i>
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<i>Opposed: Hopkins, Kilmer, Norvell, Palma-Sanft, Short</i>
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<i>Abstained: Namdar, Shelton</i>
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<i>Aye: McGrath</i>
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<i>Final Resolution: Denied</i>
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*McGrath called for a five minute recess with Mesa faculty and Mesa CIC members at 3:15 p.m.; Returned with Mesa faculty and Mesa CIC members at 3:20 p.m.*

McGrath requested to have City or Miramar propose a motion of ENGL 031 from their perspective. Short suggested to walk in ENGL 101.

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Parsons motioned to walk in ENGL 101 with concurrent enrollment in ENGL 031 through Learning Community 031.

<b><i>Recommend Approval of ENGL 101 with Concurrent Enrollment in ENGL 031 through Learning Community 031.</i></b>
<i>Motion by Parsons</i>
<i>Second by Short</i>
<i>Opposed by Parker</i>
<i>Abstained by Shelton</i>
<i>Aye: Hopkins, Kilmer, McGrath, Namdar, Norvell, Palma-Sanft, Parsons, Short</i>
<i>Final Resolution: Approved</i>

## II. CURRICULUM REVIEW/APPROVAL

### A. Approval of Curriculum (*Action*)

<b><i>Recommend Approval of Curriculum</i></b>
<i>Motion by Short</i>
<i>Second by McGrath</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Hopkins, Kilmer, Namdar, Norvell, Palma-Sanft, Parker, Parsons, Shelton</i>

Norvell inquired about why WORK 272 was being deactivated. Short explained it is not work that is related to career technical purposes or towards a student's major.

Parsons pulled ENGL 97. She explained at Mesa's Curriculum Committee meeting, the English faculty requested to deactivate ENGL 97. She assured there are no program impactions and the course has not been offered in some time. Hess advised the deactivation needs to be a separate proposal.

### B. Approval of Program Changes (*Action*)

<b><i>Recommend Approval of Program Changes</i></b>
<i>Motion by Short</i>
<i>Second by Palma-Sanft</i>
<i>Final Resolution: Motion carries</i>
<i>Aye: Hopkins, Kilmer, McGrath, Namdar, Norvell, Parker, Parsons, Shelton</i>

### C. Approval of Upper Division Curriculum (*Action*)

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*No upper division curriculum.*

D. Approval of Upper Division Program Changes (*Action*)

*No upper division program changes.*

E. Approval of Continuing Education Curriculum (*Action*)

*No Continuing Education curriculum.*

F. Approval of Continuing Education Programs (*Action*)

*No Continuing Education programs.*

### III. OLD BUSINESS

A. Active Not Offered (Information)

Tabled for March 10, 2016 meeting

### IV. NEW BUSINESS

A. Policies and Procedures (Information)

- Flowchart:
  - Bulger presented the Policies and Procedures flowchart. She explained the flowchart governs the Policies and Procedures processes and has been reviewed by the Chancellor's cabinet and District Governance Council.

Hess explained the Policies and Procedures Subcommittee have been working on policies and procedures since 2010. In 2015, the District hired Jane Wright from the Community College League of California to re-write the District's policies and procedures. Hess explained the following:

- Academic Freedom Policy
  - Existing policy lives in Student Services; will move to academic affairs soon
  - Added academic freedom applies to curriculum regardless of delivery modality
  - Moved "Fear of Retaliation" to beginning of policy
  - Hess will provide council with an edited draft
  - The subcommittee will review once more before submission
- Academic Freedom Procedure
  - More similar to a philosophy
  - Hess asked if the subcommittee should have a procedure in time

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- Hess will ask Wright for additional examples
- Short suggested to have a procedure for grievance
- Distance Education
  - New procedure
  - Staying with current numbering
  - Used and modified examples from Jane Wright
    - Referenced state regulations in addition to federal
    - Referenced student authenticity
  - District Vice Chancellor of Instruction will be the designee
  - Will include different definitions of Distance Education
  - In course approvals, will make clear course outline of record is the same for Distance Education

McGrath motioned to have Distance Education and Academic Freedom have one more reading before bringing to a vote. Palma-Sanft seconded the motion.

## B. Subject Indicator Title Change

Hess explained catalog review is in the process. City changed the program title from Chicano Studies to Chicana and Chicano studies; however the subject indicator title is still Chicano Studies. She explained City would like to change the subject indicator for consistency. This request must go to City and Mesa's CRC for approval. In response to a question from Short, Hess stated that approval is not required by Miramar's CRC because Miramar does not offer courses in this subject area.

## I. **STANDING REPORTS**

### A. Curriculum Updating Project (Hess)

No Report.

### B. CurricUNET Steering Committee (Hess)

No Report.

### C. Student Services Council (Neault)

No Report.

### D. ADT (Bulger)

Miramar Biology ADT approved.

### E. State Academic Senate

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Parsons reported they are working on a timeline for the 2016 Curriculum Institute.

F. Chief Instructional Officers (Bulger, Matthew, Hopkins, Kilmer, McGrath)

No Report.

G. Articulation Officers (Norvell, Palma-Sanft, Parker)

Parker reported CIAC has a new member on the State C-ID Advisory Committee; A representative from Region 10.

H. C-ID (Norvell, Palma-Sanft, Parker)

No Report.

I. Subcommittees (Bulger)

No Report.

J. ERP Implementation (Bulger)

No Report.

## II. ANNOUNCEMENTS

A. The next meeting will be held Thursday, March 10, 2016, 2:00-4:00 p.m. at the District Office Conference Room 220.

B. **All new courses, new programs, and program revisions must be approved by CIC, Board of Trustees, CCCCCO, new programs may be subject to WASC, before they may be published in the college catalog.**

C. Handouts:

1. February 25, 2016, CIC Meeting Agenda
2. Draft Minutes from the February 11, 2016 CIC Meeting
3. Curriculum Summaries
4. Curriculum Updating Project
5. TMC Tracker
6. SDCCD C-ID Project

## III. ADJOURNMENT

Bulger adjourned the meeting at 3:52 p.m.