

## APPROVED

### San Diego Miramar College Curriculum Committee Meeting Minutes

April 15, 2015, 2:30-4:30  
L-107

<b>Members:</b> Roanna Bennie; Paula Christopher; Lisa Clarke; Shaunna Elmone; Isabella Feldman; Daniel Igou; Jessica Matthews; Larry Pink; Cheryl Reed; Mara Sanft; Wayne Sherman; Duane Short; Chris Silva
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Guest: Lou Ascione (proxy for Roanna Bennie)

#### 1) Call to order

The meeting was called to order at 2:34 pm.

#### 2) Approval of agenda

The agenda was approved with no changes. [One typo in item 8a was noted and corrected later in the meeting]

*Approved.* MSC Sherman/Pink. Abstain: Clarke.

#### 3) Approval of minutes from last meeting

*Approved.* MSC Igou/Reed. Abstain: Matthews, Sherman.

#### 4) Approval of consent agenda (see attachment below)

ADJU 270 was pulled for discussion and added to item 5d. The committee reviewed the criteria that proposals must meet in order to be placed on the consent agenda. All items on the consent agenda other than ADJU 270 were approved.

*Approved.* MSC Sherman/Igou.

#### 5) Course proposals

a) New courses

b) Activations

i) ESOL 045 Accelerated Reading, Writing, and Grammar for Non-Native Speakers of English

D. Short reviewed the history and situation regarding this course:

- The affected discipline faculty (ESOL and ENGL) are essentially evenly divided between those who support this course in its current form and those who oppose it based on concerns about student preparation and success.
- The discipline faculty previously had agreed to support this course at Miramar if 1) it could be offered as an experimental course, or 2) the prerequisites for the course could be set at the "B" level.

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- The district Office of Instruction determined that it was not permissible to offer an experimental version of the course and that a prerequisite validation study would need to be conducted before the course prerequisites could be set at a “B” level.
- An email poll of the discipline faculty showed that most were in favor of offering the course at Miramar in order to participate in the “B” prerequisite validation study.
- D. Short proposed the “B” prerequisite validation study when the course was discussed at CIC, but his motion failed. He then withdrew Miramar from the course proposal.
- The course was approved to be offered at City and Mesa in its current form without a prerequisite validation study.
- The course was added as a prerequisite option to all ENGL courses that currently have ENGL 048 and 049 as a prerequisite.

The proposal now in front of the committee is to activate the course at Miramar. No changes can be made to the course at this time, nor can its approval as a prerequisite option be changed. Therefore the only decision in front of the committee is whether Miramar should offer the course in its current form. The activation proposal is being walked in at the originator’s request so that Miramar can offer the course as soon as possible. The originator and department chair (S. Gobble) has designated C. Reed to speak for her and for the department as a whole.

C. Reed summarized that the discipline faculty remained relatively equally divided among those who want to offer/teach ESOL 045 at Miramar and those who have concerns about the course in its present form. She presented the arguments on both sides of the debate and answered questions from various committee members about the two positions. She stated that the discipline faculty on both sides of the issue agree that it would help to have data about pass rates and student success in subsequent courses.

The committee discussed a variety of issues surrounding the course, including:

- Trying out innovative approaches;
- Acceleration and student progress;
- Course sequencing;
- Implications of the high unit value of the course;
- Providing options for students beyond the existing course sequence.

L. Pink commented that the split in the discipline faculty puts the Curriculum Committee in a difficult position having to judge whether the course would be helpful or harmful to our students. L. Clarke suggested offering our existing ESOL courses in the summer in order to meet the goal of expediting student progress. She also noted that students are allowed to challenge prerequisites, which can help in expediting progress for students who do not need the full sequence of courses. L. Ascione stated that it is hard at this point to determine

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whether or not the accelerated option is advantageous or not since we have no data to work from. He suggested approving the course to see how it works at Miramar; if it proves problematic then it could always be deactivated later. L. Clarke suggested we could also see how the course works at the other colleges and then activate it later at Miramar if justified. The committee discussed various issues surrounding the lack of data about accelerated courses at SDCCD, including those already being offered.

After further discussion, L. Pink summarized that the discipline faculty originally agreed on the compromise plan for a “B” prerequisite validation study, but that was voted down at CIC. In its absence, the discipline faculty is split between those who support and those who oppose this course. He then moved to disapprove the proposal but to communicate to the department that the committee welcomes the resubmission of an activation proposal in the future when data about pass rates and student success in subsequent courses is available. He also expressed his hope that the discipline faculty resolve the difference in opinion about the course in order to help the committee better judge the need for it at Miramar.

*Disapproved.* MSC Pink/Clarke. In support of motion to disapprove: Clarke, Feldman, Igou, Pink, Reed. Opposed to motion to disapprove: Ascione, Matthews, Sanft. Abstain: Sherman.

#### c) Deactivations

##### i) FIPT 249 Rescue Systems II

D. Short briefly reviewed the modifications to curriculum in the Fire Technology program.

*Approved.* MSC Feldman/Clarke.

#### d) Revisions

##### i) ESOL 019A Transitional English For ESOL Students (City originating)

D. Short summarized the discussion surrounding this proposal and the concerns raised by the committee in its previous vote about it. He stated that those concerns were addressed in a district-wide meeting earlier this week. The proposal is now being brought back to the committee to reconsider in light of that discussion. C. Reed reminded the committee that the faculty in her department unanimously support the proposal.

W. Sherman, D. Short, and M. Sanft summarized the information they received at the meeting:

- The course is already being taught as if it were a 9-unit course, even though it is written as a 5-unit course. In other words, students are already expected to complete 18 hours of work outside of class per week during a regular semester (not 4 hours as the curriculum is currently written).
- Students who fail the course will be placed on probation when they reach the 12 units of attempted coursework level.

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- The discipline faculty at the meeting believe that raising the unit value of the course will decrease the chances that students will end up on probation, because ESOL 019A is being taught at the student's English competency level, whereas other courses the student may enroll in (GE, etc.) are not.
- The discipline faculty believe that splitting the course into two different ones – either offered concurrently or sequentially – is impractical from a pedagogical standpoint.

W. Sherman stated that his concern about the large number of units and his suggestion to resolve it were both addressed at the district wide meeting and he no longer has the same objection. L. Clarke reminded the committee that the proposal was initially represented as a way to achieve "pay equity" and the committee's initial vote to disapprove was made with that consideration. D. Igou asked about the effect of the unit increase on the college's ability to offer other courses. L. Ascione replied that there would be an effect, but not a huge one as we only offer two sections per semester. J. Matthews stated that students would be set up for failure if they only earn five units while putting in nine units' worth of time and effort into the course. W. Sherman shared his concern about the process by which this change was being proposed because it may set a precedent of faculty in other courses requiring significantly more work than called for in the curriculum and then insisting that the curriculum be changed to accommodate their behavior after the fact. L. Ascione stated that the course is already very successful as taught, and if that's as a nine unit course than the curriculum should reflect that. C. Reed stated that the discipline faculty are really just correcting an error in the unit value and that the course should never have been approved originally as a lecture lab combination.

*Approved.* MSC Sherman/Reed. Abstain: Clarke.

- ii) MATH 034A Basic Mathematics and Study Skills (Mesa originating)
- iii) MATH 121 Basic Techniques of Applied Calculus I (Mesa originating)
- iv) MATH 122 Basic Techniques of Calculus II (Mesa originating)

The three MATH courses listed above were reviewed as a group. W. Sherman reported that the Mathematics Department has reviewed the revisions and has no objections.

*Approved.* MSC Sherman/Feldman. Abstain: Ascione.

- v) ADJU 270 (from consent agenda)

L. Clarke asked about the purpose of the proposal and also reported that she had never seen the course offered. After brief discussion, the committee directed D. Short to ask the department/school if they would prefer to deactivate ADJU 270.

*Held for discussion at the next meeting.*

- e) Distance Education

#### 6) Program proposals

- a) New programs

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- b) Deactivations
- c) Revisions

#### 7) FYIs

- a) New courses
  - i) NRSE 092 Nursing Student Success (City)
- b) Course activations
- c) Course deactivations
  - i) MUSI 044 Supervised Tutoring in Music (Mesa)
- d) Course revisions
  - i) AMSL 115L American Sign Language I (Lab) (City; Mesa)
- e) Distance Education
- f) New programs
- g) Program deactivations
- h) Program revisions

*All FYI items were reviewed with no comments.*

#### 8) New business

- a) 2016-17 catalog deadline (12/10/15 CIC meeting)

D. Short reported from CIC that the 2016-17 catalog deadline was moved forward by several months. Curriculum proposals that impact the catalog must now be approved at the 12/10/15 CIC meeting. The committee discussed the implications of the change and recommended that all proposals intended for the 2016-17 catalog be entered and prelaunched on CurricUNET by the end of August 2015. M. Sanft noted that we may have some new TMCs published in September, which may require expedited handling under the new catalog deadline.

- b) P/NP limitations

At the request of CIC, the committee reviewed the current P/NP limitations in the catalog. These restrict students from using any course passed with a "P" in associate degree major requirements. They also limit students to a maximum of 12 units completed P/NP in the total 60 units required for the associate degree. These are district-level limitations and so can be changed at the district level if desired. CIC is asking for thoughts and input from each campus; particularly from counselors and evaluators.

L. Clarke and I. Feldman expressed concerns about transfer courses being taken P/NP. Specifically, some universities do not allow P/NP courses to be used in major requirements and some CSU campuses may not accept them in the "Golden Four" courses required for admission. In addition, both the UC and CSU systems have limitations on the total number of P/NP units accepted in transfer. They suggested that P/NP would be more appropriate for non-transfer courses. Several different scenarios were discussed. L. Clarke and I. Feldman also suggested providing a warning on Reg-E when a student attempts to take a class P/NP. The warning would state that taking a class P/NP may have negative effects on transfer and the student should see a counselor for details. I. Feldman asked if the 12-unit limitation on credit by exam courses could

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also be reviewed. D. Short agreed to take the committee's feedback to CIC and to add the topic of credit by exam limitations to the next committee agenda.

#### **9) Old business**

- a) Revision to Curriculum Committee governance document  
The revision to the governance document has been approved by the College Governance Committee and by the Academic Senate. He believes it is now official and will be published in the next Governance Handbook.
- b) ACCJC Requirement for Student Learning Outcomes (SLOs) on Course Outlines  
This item was introduced at Academic Senate and will return for a second reading. He briefly reviewed the main points of the CIC recommendation.
- c) Catalog update to District Requirements 3 & 4  
This item was approved by the Academic Senate and forwarded to CIC. Interim Vice Chancellor Shelly Hess is working with M. Sanft and D. Short to determine the appropriate process for review at CIC.
- d) Proposal to broaden Health Ed and PE requirement  
D. Short briefly summarized the current status of the draft proposal. J. Matthews reported that her department has some suggested changes. The proposal and suggested changes will be reviewed at the next Curriculum Committee meeting.

#### **10) Reports**

- a) Vice President of Instruction - none
- b) Articulation Officer - none
- c) Curriculum Chair - none

#### **11) Roundtable - none**

#### **12) Adjournment**

The meeting was adjourned at 4:17pm.

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Attachment: Consent Agenda  
April 15, 2015

**Miramar-originated two- and six-year reviews without substantive changes**

- A. ~~ADJU 270 Administration of Justice Internship / Work Experience~~  
*Pulled for discussion.*
- B. ADJU 359 Field Training Officer Update
- C. ADJU 361D Defensive Tactics Building Searches
- D. EXSC 280 Applied Exercise Physiology
- E. EXSC 281 Applied Kinesiology
- F. EXSC 282 Techniques of Weight Training
- G. EXSC 283 Exercise and Fitness Assessment
- H. EXSC 284 Fitness and Sports Nutrition
- I. EXSC 285 Exercise for Special Populations
- J. EXSC 286 Techniques of Exercise Leadership