

District Academic Standards Meeting Notes

Tuesday, December 7, 2021

3:30-5:00pm

CAADO 209/Zoom

Committee Members	Guests
<input checked="" type="checkbox"/> Brian Johnson (DCC Chair, MAT, NOR)	<input checked="" type="checkbox"/> Bryan Nicol (Staff, RCCD)
<input checked="" type="checkbox"/> Jeannie Kim (DCC Co-Chair, VC Ed Services)	<input checked="" type="checkbox"/> Sabina Fernandez (Staff, MVC)
<input checked="" type="checkbox"/> Kelly Douglass (ENG, RCC)	<input checked="" type="checkbox"/> Casandra Greene (Staff, RCC)
<input checked="" type="checkbox"/> Ann Pfeifle (HIS, MOV)	<input checked="" type="checkbox"/> Nicole Brown (Staff, NOR)
<input checked="" type="checkbox"/> Ellen Brown-Drinkwater (AO, RCC)	
<input checked="" type="checkbox"/> Nick Franco (AO, NOR)	
<input checked="" type="checkbox"/> Jeanne Howard (AO, MVC)	
<input type="checkbox"/> Clara Lowden (KIN, RIV)	
<input type="checkbox"/> Lisa Martin (GUI, NOR)	
<input checked="" type="checkbox"/> Nick Sinigaglia (PHI, MOV)	
Additional Guests: David Torres	

Zoom Information

<https://cccconfer.zoom.us/j/97574160717>

+1 669 900 6833 (US Toll)

Meeting ID: 975 7416 0717

Discussion Items

1. Spring Meeting Dates
 - a. First Thursday of the month; 3pm to 4pm
 - b. March 3, April 7, May 5, June 2
 - c. Will be hosted via Zoom
 - d. Ongoing topics will include the Ethnic Studies and Title 5 changes, the Area of Emphasis Degrees.
 - e. The proposed Title 5 change can be found here: [Proposed Title 5 Revisions](#)

2. Area of Emphasis Degrees
 - a. Kelly Douglass – Reiterated at Riverside Senate that in reviewing the AOE's that the Standards Committee will be starting from a series of questions, rather than a position that the committee wants to reach as an end goal. Some of those questions include:
 - i. Who are the students obtaining AOE's?
 - ii. Are the AOE's efficient?
 - iii. If discontinued, are there appropriate degrees to replace the AOE's that still serve students in the same way? What are the alternatives to assigning students to an AOE? If there are no alternatives, how do we maintain

- degree attainability for students?
- iv. Would there be students who would leave without a degree if the AOE's were discontinued?
 - v. Is it unnecessary for students to obtain multiple awards? Does the committee need to consider limiting the number of awards a student receives?
- b. Brian Johnson – Can the number of degrees awarded be limited?
 - i. Jeannie Kim – Other colleges do impose limits on the number of degrees a student can earn.
 - c. Nick Sinigaglia – Some additional concerns would include that the ADTs are much less flexible than the AOE's. One of the benefits of a guided pathway is starting broad, and then narrowing in on a career. If students begin on an ADT, they are placed on a narrow path at the beginning of their pathway.
 - d. Kelly Douglass – This is a shared concern. In addition to the data that David Torres has shared, the Articulation Officers have also been compiling data from their roles. Would looking at that information be a good place to start in the spring?
 - e. Ellen Brown-Drinkwater – There's no way we will ever have an ADT for every degree offered. Some basic information and sharing would be a great place to start.
 - f. Brian Johnson – May also want to consider trimming down the AOE's. They may be too big and too broad. Because they are not discipline specific degrees, they may not be reviewed with the same level of scrutiny as other programs. Because they are interdisciplinary, it may be the job of the Standards or Curriculum committee to periodically review and revise them. If the course pattern is not clearly defined, it may not be properly serving students. Perhaps disciplines can have four or five courses in the AOE, instead of 10 to 15.
 - g. Jeannie Kim – Regarding data, we can do a separate meeting with the faculty representatives to walk through the material if needed. Since the discussion will begin in earnest in the spring, that will allow David Torres more time to continue working on the data, specifically regarding the questions Kelly Douglass outlined above.
 - h. Bryan Nicol will forward the questions to David Torres.
 - i. Jeannie Kim – David Torres will also be presenting some of the AOE outcomes at the Board of Trustees meeting as well. That will be recorded and everyone can review it at their leisure.
 - j. This topic will be revisited in the spring.
3. Interdisciplinary Discipline Set Up
- a. Kelly Douglass – The district currently has three different disciplines that have been created using Interdisciplinary Studies from the Chancellor's Office minimum qualifications handbook: ILA, MIL, and SJS. Regarding ILA, there may be a perception that a course in the discipline is taught across several different disciplines, but this may not be accurate. The ILA course on community social work only has specific disciplines attached to it, so if a BIO faculty

- member wanted to teach a community social work course related to biology, they currently cannot. The currently ILA set up leaves out certain disciplines.
- b. Kelly Douglass – The second issue we have with is regarding MIL and SJS in that they have been equated to the Interdisciplinary Studies minimum qualification. Neither Military Studies or Social Justice Studies exist in the minimum qualifications handbook, so the concern is whether the disciplines were created correctly. If we did not create them correctly, how do we address this?
 - c. Brian Johnson – Is ILA in the minimum quals handbook?
 - i. Kelly Douglass – We have three disciplines equated to the minimum qualification of interdisciplinary – ILA, MIL, and SJS.
 - d. Ann Pfeifle – Also related to this is that we have faculty asking HR for FSAs in disciplines we do not currently have in the district. For example, faculty are requesting FSAs for Women’s Studies, which does not currently exist in RCCD. How can HR put together a committee to evaluate who meets the minimum qualification for that FSA if the discipline does not yet exist?
 - e. Kelly Douglass – Additionally, since Ecology is one of the interdisciplinary disciplines, does that mean that someone with an ecology degree can teach SJS? We now have three disciplines in our curriculum system that are interdisciplinary studies. Who is responsible for overseeing these disciplines?
 - f. Brian Johnson – The curriculum committee is responsible for place courses into disciplines. Rather than a single umbrella, interdisciplinary studies may be able to apply to a variety of disciplines.
 - i. Kelly Douglass – In this case, what are the disciplines that make up the minimum qualifications for SJS?
 - ii. Brian Johnson – That may be something the committee decides.
 - iii. Kelly – Since the committee never did that, we now need to determine those qualifications.
 - g. Jennifer Floerke – HR has also asked for guidance from curriculum on this issue.
 - h. Kelly Douglass – As long as it’s ok that we have multiple disciplines equated to interdisciplinary, we can assign responsibility to the disciplines. From there, we figure out the disciplines that are appropriate for the FSA for each one. Once this is decided, guidance can be shared with HR.
 - i. Jennifer Floerke – And with faculty so they have guidance.
 - i. Kelly Douglass – We may need to learn more about the intention from State Academic Senate on interdisciplinary studies.
 - j. Jeannie Kim – The minimum qualifications handbook also lists a number of interdisciplinary disciplines (Ecology, Ethnic Studies, Geology, etc.).
 - k. Kelly Douglass – The minimum qualifications handbook states there are some disciplines that by their very nature are interdisciplinary.
 - l. Kelly Douglass – There may be a need to map out a flow chart of how the disciplines are built. We need to start with disciplines and the courses assigned to them for the three disciplines MIL, ILA, and SJS.
 - m. After some additional discussion, the committee decided that this topic should be under the purview of the District Curriculum Committee rather than the Academic Standards Committee.

4. Crosslistings with 'And'

- a. Kelly Douglass – Currently at RCCD, all crosslisted courses are an 'or' crosslisting, meaning that if a course is crosslisted with MAT and CIS, faculty need to have either the MAT or the CIS FSA. In this case, the course is co-owned by both disciplines. There is discussion about whether it is appropriate in some very narrow band of courses to have crosslistings be an 'and' crosslisting, where faculty would need to have a degree in both MAT and CIS to teach a course.
- b. Kelly Douglass – The 'or' crosslisting should always be the default. For the 'and' crosslisting, we would need to review how common it is. We would need to see if the committee has the purview to decide that, and standards would need to develop a process for how 'and' crosslistings are proposed. If there is a requirement for both degrees, the content would need to be very clearly defined in how it is exclusive to each FSA.
- c. Jeanne Howard – Is this a curriculum committee, academic senate, or academic standards issue? This may be something for DCC or the senate to decide.
- d. Brian Johnson – Since Senate gives curriculum the authority to put courses into disciplines, this may be a DCC issue that does not need to be discussed at Standards.
- e. Ellen Brown-Drinkwater – It may be a good idea to identify what will be covered in Standards. Is there anything written about what the purview of standards is?
- f. Ann Pfeifle – Standards was created as an ad hoc committee, so it may not be documented.
- g. Ellen Brown-Drinkwater – In the past, Standards mostly reviewed the RCC degree and requirements, honors, and graduation requirements.
- h. Nick Sinigaglia – Equivalencies policies also may be a Standards issue.
- i. Kelly Douglass – Regarding ETS, we're still just waiting for the State Chancellor's Office to establish the revisions before we implement the changes.
- j. Nick Franco – We can start looking at the structure of the GE pattern so that we do not increase the unit value needlessly. At the first spring meeting, we may have the guidelines by then and we can look at the structure at that time. In our pattern, we have 5 units for General Education that is not in Title 5. Maybe we can decrease the units there to three units, then with the addition of ETS we would be increasing the pattern only by one unit.