

# Context

- Discussion of a waiver for Veterans of the CEP credit was held at CIBE
  - Resulted in an 8-8 tie
- Data shown illustrated a decreasing trend in students with AS/AA but increasing AGS (causal and correlative data are both valuable, and discussion about trend lines circulating needs nuance)
- The discussion focused on Veterans and data but lacked discussion of
  - All students
  - Advisors' notes and student experiences
- Advisors report consistently recommending students take the AGS to avoid curricular barriers in AS/AA
- It has been 15 years since a wholistic view of our graduation requirements took place

# Questions for Ad-Hoc Committee on Graduation Requirements

- Do we want a curriculum that allows and/or requires students to find work-arounds in order to graduate?
- What barriers do we have in place that students find work arounds to?
- Do AGS, AA, and AS pathways have meaning if they are not codified in the catalog?
- How many credits should a transfer program for a 120-credit bachelor's degree have?
- What learning experiences do we want our students to have that are non-negotiable for graduation?
- Are graduation requirements and general education graduation requirements separate entities, and therefore conflated in this policy?
- Are there changes that should be made to our graduation requirements as a result of this research?
- Are there pedagogies that can be instituted to integrate required learning into credit counts?

- I am asking an ad-hoc committee to answer the above questions, which is a step prior to 10.012.A

# Ad-Hoc Committee per Board Policy

- The membership of that ad-hoc committee is outlined below, and consists of membership of CIBE as well.
- One faculty member from each division (to be selected by each academic division). I would suggest, but not require the following faculty members for consideration. As the policy states, it is up to each academic division to make the selection.
- Dean of Transfer and Online Programs (Assessment Liaison and GECAC)
- College Registrar (Policies and Process, CIBE)
- Associate Dean of Retention (Retention, CIBE)

# Timeline

- By March 1, 2024, the ad hoc committee answers each of the questions above and drafts a proposal for graduation requirements, even if that proposals suggests no change.
- Each ad-hoc committee member will communicate the proposal to their constituents and seek input on the proposal. Constituents include:
  - Faculty at division meetings
  - CIBE advisory board
  - General Education Curriculum and Assessment Committee,
  - Curriculum Sub Council,
  - Curriculum Council,
  - Dean's Council
  - Student & Educational Services Managers,
  - Executive Council,
  - Executive Committee for Administrative/Professional Staff.

# Process

- Two College-wide CIBE meetings in Winter will be held to discuss the proposal at length. These will be in-person meetings.
- Input on the proposal will be gathered and necessary changes will be made. A majority of the voting members of the ad hoc committee must approve the proposal to move it forward to Curriculum Council for action.
- Curriculum Council will initiate a vote of all full-time faculty by end of Winter 2024 on the proposal.
- The vote is given a two-week window. Voters will be given the following voting options: Yes, No.
- At least two-thirds of the full-time faculty must vote to establish a quorum.
- A majority is required to approve the proposal. The voting results will be overseen by the Curriculum Council chair or designee and a faculty member appointed by the DCFA.