

To: Dr. Reva Curry, VPILS
From: Dr. Mike Gavin, President
CC: Elena Lazarri and Talma Miller, CIBE Co-Chairs; Ski VanderLaan, DCFA President
Re: Next Steps on the Discussion on the Civic Engagement Requirement
Date: February 20, 2024

I want to thank the Advisory Board for Council on Innovation, Belonging, and Equity (CIBE) for its deliberations on the question of whether or not Veteran students should be able to obtain a waiver for the Civic Engagement graduation requirement.

The data collected regarding Veteran completion and correlation with AA and AS degrees does not necessarily suggest a need for a waiver. However, it does raise significant questions with regard to our curriculum. For instance, students are required to take a Civic Engagement course/credit/competency for AA and AS degrees, but not AGS, AAS, or AFA degrees. Advising reports (and these reports are validated through codified notes in our Ellucian system) guide students to elect for an AGS to remove what is often a transfer barrier for students.

These findings raise broad questions. For instance:

- 1) Do we want a curriculum that allows and/or requires students to find workarounds in order to graduate?
- 2) What barriers do we have in place in which students find workarounds?
- 3) Do AGS, AA, and AS *pathways* have meaning if they are not codified in the catalog?
- 4) How many credits should a transfer program for a 120-credit bachelor's degree have?
- 5) What learning experiences do we want our students to have that are non-negotiable for graduation?
- 6) Are graduation requirements and general education graduation requirements separate entities, and therefore conflated in this policy?

However, a variety of governance questions is raised when trying to answer these questions:

- 1) How do curricular issues that have the capacity to impact a significant portion of our student body gain a wide hearing via CIBE while ensuring faculty oversee the curriculum?
- 2) The Board policy for graduation requirements suggests a process for a recommended change in graduation requirements. However, it does not provide a process for questions to be asked leading to a potential recommendation. How can this be initiated?

These questions, along with a process that ensured faculty would have significant ownership of curriculum were brought to the December 2023 CIBE meeting. Following the December 2023 CIBE

meeting, I asked Ski VanderLaan, Daisy McQuiston, Chris Curtis, and Chris Hausbeck, because of their connection with DCFA, to review the process I suggested at that same meeting. They validated that process, but crystallized the need for a flow chart, see below.

My read of [Board Policy 10.012.III](#) (See linked document for why this is Board Policy.) is that it did not account for a scenario where questions would be asked by a member of the institution without a recommendation. Specifically, Board Policy 10.012 articulates that if Curriculum Council determines that a proposed graduation requirement revision deserves further consideration by the entire faculty, it writes a formal charge for an ad hoc committee of Curriculum Council. But there is no recommendation to Curriculum Council at this point. Instead, there are a series of questions noted above. Therefore, following a process laid out in Board Policy 10.012.III, I would like an ad-hoc committee to:

- 1) Review the six questions I ask above for relevance;
- 2) Revise, edit, or add to the list of questions;
- 3) As a courtesy, allow me to review the final revisions;
- 4) With broad input, answer questions 1-6 by May 30, 2024;
- 5) If, based on these questions, a revision of graduation requirements/general education requirements is necessary, the ad-hoc committee will continue its work and follow the vetting process outlined below in AY24-25. The committee will provide an update of its work in Fall 2024 and Winter 2025 semesters.

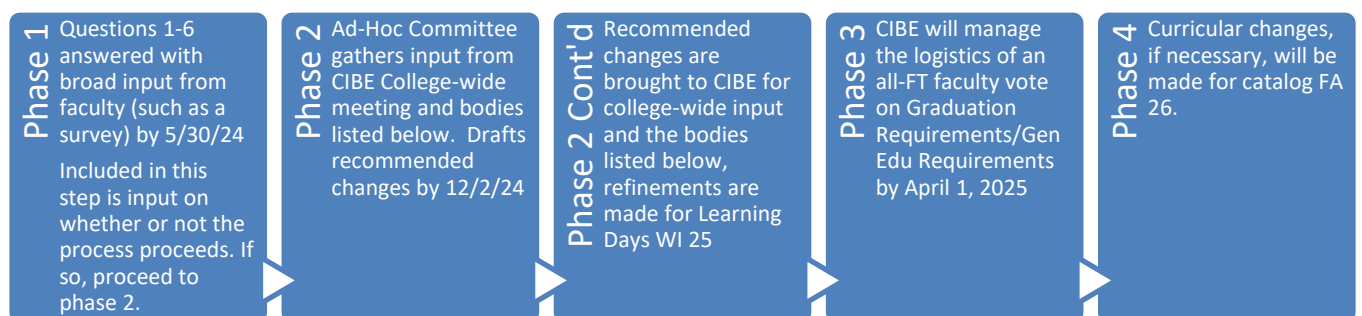
Membership of Ad-Hoc Committee: The membership of the ad-hoc committee was presented at the December CIBE meeting, and based on past Senate Policy.

- One faculty member from each division (each academic division will elect their faculty representative)
- Dean of Transfer Programs and Online Learning (Assessment Liaison and GECAC)
- College Registrar (Policies and Process, CIBE)
- Associate Dean of Student Retention (Retention, CIBE)
- Chair of GECAC

DCFA and I agree that the faculty members be tenured and that three of the five faculty members should also be DCFA members.

Divisions should notify Dr. Reva Curry, Vice President of Instruction and Learning Services (VPILS) of their division representatives by March 13, 2024. A chair will be elected from the group of faculty division representatives.

Flow chart for Graduation Requirements



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,
- Support Staff Executive Committee

The above deadlines are subject to change based on the work of the ad-hoc committee and college.

I appreciate our collective work in reviewing our curriculum.

A handwritten signature in black ink, reading "Mahal Garcia". The signature is written in a cursive, flowing style.